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The International Marketing Federation (IMF), supported by the Marketing Science Institute, has surveyed IMF member countries and a representative scattering of others to determine the current state and future trends in marketing education. This volume presents the findings of the survey of 21 countries--Argentina, Australia, Canada, Denmark, Finland, France, Greece, Ireland, Italy, Japan, Netherlands, New Zealand, Norway, Philippines, South Africa, Switzerland, Sweden, United Arab Republic, United States, United Kingdom, and West Germany. For each there is a brief discussion of the basic educational system followed by listings of the institutions offering business, management, and marketing education and descriptions of courses offered at all levels. Reference is made to current trends in education, particularly with respect to marketing. There is a chapter on marketing education in developing countries. A summary chapter and a table of sociostatistical data for all countries provide comparative analyses of the findings. (aj)

INTERNATIONAL STUDY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Edited by Bertil Liander

International Marketing Federation

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AUGUST 1967

International Marketing Federation

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Bertil Liander
(Executive Secretary, IMF Education Committee)

Director of International Studies
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INTRODUCTION

THE NEED FOR PROFESSIONAL EDUCATION IN MARKETING

by Donald R. Longman

Efficient marketing has become extremely complex in the modern world, a result in part of the large scale of operation necessary to efficient production. In general, low unit costs of output in manufacturing depend upon the use of expensive and intricate equipment designed for high-speed operation. It is generally adaptable to permit variety in the end product and yet assure uniform, high quality. It is designed (or redesigned) and directed by men of sufficient scientific and engineering skill that specified production objectives as to quantity, variety, and quality can be modified as required and be achieved with speed and economy. Under these circumstances, the necessarily smaller scale local producers (or artisans) simply cannot survive. In any one country, therefore, we find a relatively small number of large-scale producers of any given product.

The geographic area which any one producer can serve has very greatly increased in recent decades as a result of more efficient and varied means of communication and transportation. It is possible for any one manufacturer economically to communicate the special merits of his products to prospective buyers hundreds or thousands of miles away (and en masse) by use of such media as TV, radio, magazines, and the like, and to serve the markets promptly by plane, train, truck, barge, or in other ways. A multitude of new institutions have developed to facilitate such marketing: public warehouses, chain retail and wholesale organizations, selling agents, credit agencies, etc. Manufacturers, therefore, market quite successfully far, far from their manufacturing sites.

This works both ways. Manufacturers now able to compete in markets hundreds (even thousands) of miles from their home location also find that their home locations are successfully invaded by distant competitors. The very conditions which open opportunity for a manufacturer generate new problems. Competition has become more intense.

Intense competition to serve mass markets at a distance creates a multitude of new problems.

1. The producer must find ways of becoming intimately acquainted with the markets he would like to serve. He must understand their habits, their attitudes, their retail institutions, their prejudices, their uses of his products. He can only expect to win their preference for his products if he can serve their interests efficiently. Hence, he must devise a system of intelligence to guide him in his decisions.
2. He must design the kind of products that will win the interest of prospective buyers, including suitable packages or containers.
3. He must exert pressure upon his sources of supply (who compete for his business) to give him the kinds and quantities of superior materials he finds it necessary to embody in his end products, and he must be prepared to modify his production operations to use these materials efficiently.
4. He must find ways of communicating to his prospective buyers the special merit that he has now built into his products for their benefit.
5. He must adapt his supply system so that he can transport, warehouse, and distribute his merchandise in efficient and timely fashion.

6. He must develop an efficient distributive system of wholesalers and retailers (or of company representatives) to bring his products to the ultimate buyers quickly and economically and find ways to motivate his distributors to do so.

7. He must price his products in a logical and consistent fashion (as between different items in his line), at a competitive level, and do so with due regard to legal limitations on his price freedom (price controls, tariffs, etc.).

8. He must direct his total operation in a manner that permits efficient coordination between employment, manufacturing, finance, and marketing.

How acute these problems are depends essentially upon the degree of competition faced. In any large nation such as the United States, they are present in virtually all industries, for the market is huge and accessible in most cases not only to a multitude of U. S. manufacturers, but to many abroad as well. In a small country which bars outside suppliers, small scale, local manufacture, even local artisans, may survive. Broadly speaking, however, this is a passing phenomenon, and at any given time in recent years has not been significant in the world's marketing operations. Quite the contrary, a multitude of forces have been at work enormously expanding the world's markets and competitive access to them by producers based thousands of miles apart.

The fact is that the world's population has grown with unprecedented speed in recent decades. This population has experienced increased per capita income and spending power as productivity has increased with the spread of modern technology. Moreover, free and speedy communication, movies and pictures, and the flow of ideas and men have created a veritable "revolution of expectations." Men everywhere wish to acquire more goods and services, more and better food, clothing, and shelter, more medicines and health supplies, more education, more of the things that bring joy to daily life. As the world's markets grow, as trade barriers diminish, suppliers compete over an ever broadening area. American, Swedish, English, German, Spanish, and Japanese firms may all compete with one another and with local firms in Argentina or Brazil. This world competition may be facilitated by establishment of local or regional manufacturing, assembly, or marketing centers. Marketing is no longer local, even regional; it is increasingly national, continental, worldwide. And as markets expand, competition intensifies. Efficient marketing is the foundation of efficient competition, just as efficient competition is at the base of economic progress.

It must be obvious that the individual enterprise, as it extends its area of operation and as it encounters increasing competition, faces ever more numerous and complex problems. And they must be given the most serious attention, for competitive success or failure controls the fate of the company. At the same time, scale of operation provides the means whereby marketing experts can be employed.

Real "experts" in marketing are still relatively few in number. The scale of industrial operations has increased so fast and the need for marketing experts has developed so rapidly that we have not yet developed facilities to meet our needs. To this extent marketing is today much less efficient than it might be. By the same token, it is still very possible for one company to gain enormous advantage over competitors simply as a result of superior marketing skills.

To illustrate even in a simple way what may be involved in "superior" marketing, it may be rewarding to refer to a few of the problem areas mentioned above.

For example, the problem of becoming intimately acquainted with the markets one would like to serve may involve an enormous variety of approaches requiring a superior general education and the application of highly sophisticated techniques. Thus, a manufacturer of watches to be sold exclusively within the United States in competition with a multitude of domestic and foreign producers must recognize at once that he has a multitude of related yet different markets--among men, among women, among children; among the wealthy, the middle class, the relatively poor; among those who regard watches as jewelry and those who regard watches as simple time pieces. There are markets for pocket watches, wrist watches, novelty watches. There are semi-industrial markets involving precision, night visability, presence of a sweep-second hand, etc., for people in special occupations. The attitude toward watches varies in different segments of the population--the teen-age set, Negroes, the foreign born, the "plain people," the sophisticates. Watches can become laden with jewels, in platinum, gold, silver, or baser metals. They can be of all sizes and prices. They can have a multitude of features--"water-proof," "shock-proof," with wrist alarm, self-winding, plain, or with days of the month and phases of the moon.

Clearly a manufacturer of watches, even one who chooses in advance to specialize in watches of a given kind, has a serious problem of determining just how his watches can be best designed, planned, and priced to achieve maximum competitive success. The same kind of problem can be presented for the manufacturer of radios, of lighting fixtures, or grinding wheels (or other abrasives), of insulating material, etc.

Understanding a giant national or international market today--accurately and objectively--is possible only by resorting to some of the multitude of techniques of market research developed just for this purpose. These techniques may involve extensive knowledge of social psychology, social anthropology, and advanced statistics, at the least. Market studies can be initiated by the unskilled only at their peril; for there are a multitude of pitfalls that lead to error, and to business judgments that will fail.

Consider another illustration of the problems of present-day, large-scale marketing--the problem of how to communicate efficiently to the target audience of prospects so that they will know the merits of your product and prefer it to others. This mass communication by TV, radio, magazine, and the like, involves very heavy commitment of funds and will be rewarding only if efficiently done.

This involves first an identification of the prospects--where they are and in what numbers. Second, it presumes a knowledge of the various media which will reach them--and a determination of the optimum combination of media to reach the given audience at the least cost, or to reach the largest possible share of the audience at a fixed cost. This is a complex calculation, indeed, which today is likely to involve knowledgeable use of a computer. Third, it is necessary to devise an effective, influential way of presenting the communication so that it will be heard or read, believed, and acted upon. The preparation and testing of such advertising executions again involves a variety of special skills. Finally, judgments on advertising strategy must be devised in the context of competition and in the framework of efficient timing.

Still another illustration may apply to the issues of developing and maintaining an efficient logistical system of supply, including the selection, engagement, and motivation of channels of distributions.

Galaxies of complex issues are involved here. For example, determination of the optimum number and location of warehouses to use--giving due regard to prospective demand by area, transportation costs, warehouse costs, inventory costs, order handling costs, etc. To solve these problems, it is common today to employ the advanced mathematical tools of operations research. Deciding upon channels of distribution involves complex considerations of discounts, service problems, credit problems, dealer motivation, etc.

Books can be (and are) filled with the listing of marketing problems and with the facts, logical systems, research methods and tools appropriate to them. It is pertinent here only to illustrate the existence of an enormous variety of problems and indicate that they are solved today by application of a multitude of scientific and technical methods. To be blunt, an "expert" in marketing today must have a body of knowledge and skills never before required--even as the successful doctor or electrical engineer must have much more knowledge and skills than ever before.

The increasing number and complexity of marketing problems led in the first instance to the development of specialists, both within concerns engaged in marketing and as independent consultants. Within the past few decades, we have seen the development of specialists in marketing research, in operations research, in media analysis, in store location and layout, in sales promotion techniques, in group (or cooperative) buying (or selling), in distribution cost analysis, and the like. Older, specialized organizations, such as advertising agencies or credit agencies, freight forwarders and factors, expanded and refined their activities. Their very number and their variety of operations, however, made it necessary for general marketing managers to broaden the scope of their own knowledge and thinking just to be able to understand and use them well. Indeed, in most countries, marketing is held back in efficiency less by lack of basic skills in the population than by lack of comprehension of them and effective use of them by marketing management. The problem is compounded in three ways:

1. Market opportunities (and the intensity of competition) continue to expand with great rapidity.
2. Market (and competitive) conditions change with bewildering speed. The growth of the population and its composition by age, income, buying interests, etc., does not pursue a steady uniform pace; some markets grow much faster than others; and the tastes and interests change faster still.
3. The explosion of knowledge about marketing processes and the practicability of applying the fruits of other disciplines (psychology, mathematics, etc.) to marketing make it ever harder to be a "currently qualified expert."

The growing number and complexity of marketing problems led also to the foundation of professional marketing associations, similar in character to the professional societies long since established among lawyers, doctors, architects, etc. Like them, the associations were founded by highly educated men, dedicated to the proposition that the management of the marketing function would increasingly require the skill, the thoroughness, the objectivity, the scientific address found in the other professions. In every case, it was a basic objective of the association to help its members understand the full scope of marketing, locate the basic sources of useful marketing facts, understand the tools available for the solution of marketing problems (and how to use them), and insure the maintenance of a high standard of integrity among all who entered marketing as a profession.

The achievement of these high purposes necessarily involved each association in one or more forms of educational activity on behalf of its members. All have held regular meetings, seminars, conferences of a high professional order. Many have established formal short courses in marketing, or in some specialized aspect of marketing, for the benefit of members. Still others have provided personnel to independent agencies or general business organizations (such as a Chamber of Commerce), interested in sponsoring such education. A few have exercised significant influence on universities or other educational institutions to induce them to plan and offer organized courses in marketing. Education is a central objective of the professional association.

It is hardly surprising, therefore, that when the professional marketing associations of the world joined together in 1961 to form the International Marketing Federation, the Federation's Constitution listed the furtherance of marketing education among its basic objectives. At the first formal meeting of the Federation's Assembly (Board of Directors) in Evian, France, an IMF Committee on Marketing Education was established with the following basic program:

1. To determine the attitudes toward prevailing marketing education programs in each country on the part of (a) professional marketing men; (b) officials of colleges and universities, both those which provide education in marketing and those which do not; (c) officials of institutes or other management training centers; (d) leaders in the general business community; (e) government officials.
2. To appraise the need for marketing education in general, and the particular needs by subject matter classification of different regions or countries depending largely upon the extent of economic development and probable tendencies in economic expansion.
3. To prepare and issue an analytical and objective report on marketing education throughout the world.
4. To hold conferences or seminars on marketing education in appropriate locations in the world to stimulate the introduction of courses of study in marketing in colleges and universities, in management institutes and other organizations devoted to the improvement of business management.

The committee began its work shortly afterwards under the Chairmanship of Professor D. Maynard Phelps, of The University of Michigan, a past President of the American Marketing Association and an outstanding leader in the field of marketing education. A decision was quickly reached that a necessary first step toward achieving the Federation's larger objectives would be to carry out a comprehensive survey among IMF association countries and a representative scattering of others to determine as accurately as possible the current state of marketing education in each and the educational trends evidently at work.

Hearing of Federation plans, and in the firm conviction that their implementation would contribute significantly to the progress of marketing worldwide, the Marketing Science Institute generously offered its support. This has been invaluable, not only because of the considerable financial contributions made toward the project by MSI, but because its President, Wendell Smith, and its Director of International Studies, Bertil Liander, are so uniquely qualified to contribute to it--Dr. Smith by virtue of the exceptionally broad scope of his experience as a university professor of marketing and as a marketing leader in business; Mr. Bertil Liander by virtue of his years as a marketing leader and consultant in Sweden, in France (with the Organization of European Economic Cooperation) and in Italy as a marketing executive. Mr. Liander became the project director of the survey under Professor Phelps' overall direction. All IMF associations pledged participation as required.

This volume presents the findings of the IMF survey in simple, condensed, readable form. Twenty-one countries are covered. In respect to each one, there is a brief discussion of the characteristics of the basic educational system, to provide a frame of reference for understanding the educational activities in the field of business generally and in the field of marketing in particular. There follows an extensive listing of the types of institutions and the types and levels of formal educational instruction offered with respect to marketing. Much of this requires written explanation throwing light not only on the nature of the courses themselves, but on their purposes and results. Finally, reference is made to current trends in education with particular reference to marketing. Developments at present are so rapid in certain areas that this report must in some respects be obsolete before publication.

It is anticipated that the basic findings of this study will be presented formally at national and international marketing conferences in the months following its publication. This is planned both by the International Marketing Federation and by its constituent associations. There is need in each country for all concerned with the advancement of marketing (or, indeed, with the economic progress of their countries) to reexamine the adequacy of the basic training in marketing there available. It will be evident that there are great disparities as between countries in this respect. In most countries there is ample room for improvement. It is particularly urgent that close collaboration be established between business, education, and government on a continuing basis. The constant participation of university professors in business, as consultants, and the adjustment of marketing course offerings to business requirements, both for students and for management personnel returning to universities for "refresher" courses, have been major factors in developing efficient, competitive enterprises in the United States. The value of marketing training is equally attested by the most successful enterprises everywhere--by Lever Brothers, by Nestlé, by Dentsu, by those who do most to contribute to national economic progress.

To facilitate further inquiry about marketing education in individual countries and of activities being undertaken to improve it, there are listed below the names and addresses of the association members of the International Marketing Federation:

INTERNATIONAL MARKETING FEDERATION

American Marketing Association
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American Marketing Association
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Marketing Executives Association
54 St. Katelijnevest
Antwerp, Belgium

European Society for Opinion and
Market Research
18 Avenue de l'Orée, Rhode St. Genese
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Dansk Markedsanalyse Forening
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Markkinointiseura
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Association pour le Dévelopment
des Techniques de Marketing (ADETEM)
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Vereinigung Deutscher Marktforscher
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Asociacion Mexicana de Mercadotecnia
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Philippine Marketing Association
P. O. Box 4314
Manila, Philippines

South African Market Research Association
P. O. Box 1, Sanlamhof C.P.
Bellville, South Africa

Swedish M-Group (M-Gruppen)
c/o Forssell
Trappvägen 1 A
Stocksund, Sweden

INTERNATIONAL MARKETING FEDERATION

Asociacion Argentina de Marketing c/o Nestlé Paraguay y 9 de Julio Buenos Aires, Argentina	(not yet member)
Korean Marketing Association 123. 2-KA Namdaemun-ro. Chung-Ku Seoul, Korea	(not yet member)
Spanish Marketing Association Calle Antonio Acuna 19 Madrid, Spain	(not yet member)

I. ARGENTINA[1]

A. GENERAL EDUCATION SYSTEM

Argentina has one of the most developed educational systems in Latin America and her literacy rate of 90 percent is the highest on the entire continent. But educational expenditures of the federal government--which controls and supports over 80 percent of all educational activities in Argentina--represented only 1.4 percent of GNP in the years 1959-63. This compares with 4.6 percent in the United States and 4.2 percent in Great Britain. For the period 1965-69, however, the Argentine National Development Plan visualizes a step-up to 2.4 percent.

Primary and Secondary Schools

Education is free and compulsory for the seven years between the ages of six and fourteen. During the elementary period all pupils study identical programs. Prior to this, two free preprimary grades are available on an optional basis. After completion of the elementary level, admission to secondary school is gained by presentation of the elementary school certificate, and in some cases, by an entrance examination (See Table 1 for educational ladder). About two-thirds of the students drop out before finishing the primary level. This problem is especially serious in the low income sections of the interior where transportation is difficult, and where the compulsory education law cannot be enforced readily.

TABLE 1

ARGENTINA

NORMAL STUDENT AGE		
↑	HIGHER EDUCATION	Medicine Engineering Law & Social Sciences Economic Sciences Philosophy & Letters (Including Education) Selected Subjects of Study Listed Above
24		
23		
22		
21		
20		
19		
18		
17		
16	SECONDARY SCHOOL (Second Cycle)	
15		
14	(Basic Cycle)	
13		
12		
11	ELEMENTARY SCHOOL	
10		
9		
8		
7	KINDERGARTEN	
6		
↓		

The public school system is maintained through cooperation of the national and provincial governments. Primary education is under the jurisdiction of the National Council of Education, while secondary education is supervised by the General Directorate of Secondary, Normal and Special Education. Both these organizations are responsible to the National Ministry of Education and Justice. The National and Provincial Ministries of Education establish standard curricula for the primary and secondary schools, both public and private.

Career choices are made at the secondary level where four principal types of schools are available: colegios (for boys but sometimes coeducational) and liceos (for girls), normal schools, commercial schools, and technical schools.

The colegios and liceos, patterned after the French lycées, consist of a first cycle of three years in basic studies, and a second cycle of two years in specialized studies.

The bachillerato degree, which is granted graduates of the colegio, qualifies holders for direct entry to professional university study of either law, medicine, engineering, or colegio teaching. It is roughly equivalent to the sophomore level in most United States colleges.

The commercial schools offer various programs for careers in business; the most rigorous training leads to the diploma of périto mercantil (commercial expert). The program runs five years, with the three-year, first cycle closely paralleling that of the colegios and the two-year, second cycle consisting of commercial studies. Marketing is not taught as a separate subject in either cycle.

The normal schools, also of five years, prepare students for careers as teachers of elementary school (secondary school teacher-training is received in the "superior" schools).

Technical schools offer vocational training for a period of six years.[2]

Graduates of normal, commercial, and technical schools are qualified to enter directly some of the faculties of universities; but they may be required to take an entrance examination or extra courses.

Private schools in Argentina are an important element and account for ten percent of all primary school pupils and fully 41 percent of all secondary school pupils. Many of these are significantly better than public schools, and also provide special religious education unobtainable in the public system.

The Roman Catholic Church maintains over 1,000 schools with an enrollment of over 300,000. Protestant and Jewish groups also sponsor a number of private schools. United States, British, French, and German communities all maintain schools which prepare for university study in the respective countries. To be accredited, all these schools must maintain the full Argentine curriculum up through the sexto grado. Certain private schools are associated with a neighboring public school adscriptos; faculty members of the public school give all official examinations and are paid for this service by the private school. Pupils of the private school graduate with diplomas issued by the public school.

Escuelas nacionales are supported entirely by the federal government, through the National Ministry of Education. Escuelas provinciales are supported primarily by the provincial governments, but often receive additional subsidies from the National Ministry. Tuition is free in public schools and the national universities, but both school children and university students must pay for their own books and supplies. University students pay small fees for matriculation, physical examinations and for issuance of a diploma. Those failing a course must pay a nominal fee to repeat the examination.

Universities

A diploma from a recognized national or private accredited secondary school is a minimum prerequisite for admission to the universities. Because of the great number of applicants, however, many faculties of national institutions now also require entrance examinations.

Higher education has a long tradition in Argentina, dating back to 1613 when the Jesuits founded Córdoba University. In addition to the 15 institutions listed below in Table 2, there are about 100 specialized schools registered with the Ministry of Education as institutions of higher learning.

Enrollment in Argentine universities increased from 155,000 in 1960 to 192,000 in 1962. Fully 30 percent of all Latin American university students were enrolled in Argentina in that period. Yet the proportion of registered students who never finish their studies is 80 percent--one of the world's highest dropout rates at university level. While tuition is free in national universities, large numbers of students are part-time since they must work to support themselves. Because presence in class is not required, many students rarely attend. As a result, only one out of every five enrolled in the freshman

TABLE 2

NUMBER OF UNIVERSITY STUDENTS AND TEACHERS, BY UNIVERSITY, 1960

University	Students		Teachers		Number of facultades and special schools
	Number	Per cent	Number	Per cent	
Public universities:					
Buenos Aires University	65,068	42.0	1,807	30.9	11
National University of La Plata	36,188	23.4	651	11.2	12
National University of Córdoba	15,505	10.0	565	9.7	9
National University of Tucuman	6,228	4.0	545	9.4	16
National University of Litoral	19,361	12.5	515	8.8	9
National University of Cuyo	4,075	2.6	440	7.6	11
National University of the South	552	.4	115	2.0	9
National University of the Northeast	2,892	1.9	166	2.8	10
National Technological University	2,215	1.4	325	5.6	9
University of La Pampa	31	...	10	.2	2
Private universities:					
Argentina Catholic University	805	.5	145	2.5	8
University of the Salvador	1,252	.9	218	3.7	7
Technological Institute of Buenos Aires	43	...	15	.3	1
Catholic University of Cordoba	509	.3	220	3.8	9
Catholic University of Santa Fe	214	.1	88	1.5	12
Total public	152,115	98.2	5,139	88.2	
Total private	2,823	1.8	686	11.8	
Grand total	154,938	100.0	5,825	100.0	

Source: Ministerio de Educación y Justicia, Estadistica Educativa, Anó 1960, Buenos Aires, 1961.

year obtains a degree. Those who do complete their studies generally require two years more than the program schedule calls for. Similarly, due to extremely low salaries, most professors teach on only a part-time basis; and thus there is often little or no time for class discussions or conferences with students. This situation of part-time students and faculty is made even more difficult by outdated and inadequate lecture halls, libraries, and equipment--all by-products of the runaway inflation which has plagued Argentina since the end of World War II (the cost of living rose 28 percent in 1965 alone).

Further, support from alumni, business firms, and legacies is meager since Argentineans basically view higher education as a government responsibility.

Public universities are autonomous bodies governed by superior councils. Administrators, faculty, alumni, and students are elected to superior councils in a prescribed ratio. Thus, among the total 156 members in 1963 who sat on the superior councils of the seven major national universities, 51 were deans, 42 professors, 36 students and 27 alumni. The active election campaigns result in much internal political activity, a process which often overshadows the academic purposes of the universities. For better or worse, professional or internal student politicians tend to fill in the decision making vacuum created by part-time deans and faculty.

Most universities are concentrated in the northern and central Argentine regions which have been populated for as long as four centuries. Few institutions of higher education are in the sparsely populated south.

The public school year usually extends from about March 15 to November 30, with a short midwinter vacation. Each university fixes its own academic year (since all national universities are theoretically autonomous) which generally begins early in April and terminates early in November, then until about the middle of December. All educational institutions close for the summer holidays in January and February. Summer sessions are practically unknown.

Argentine universities offer courses in the following subjects: ancient and modern languages, literature of Spain and Latin America,law, philosophy, logic, mathematics, economics, sociology, social welfare, architecture, medicine, pharmacy, chemistry, biochemistry, physics, atomic physics, meteorology, biology, geology, geography, several branches of engineering, agronomy, and veterinary science. Graduate work as known in the United States exists in law, philosophy, and economics.

Until 1958 practically all higher education in Argentina was a state monopoly. A National Law of 1958 authorized creation of private universities with privileges of conferring academic degrees. Graduates of private universities must pass supervised state examinations in order to obtain licenses to practice professionally. Although these universities are not eligible for financial assistance from the government, they nevertheless are required to submit their programs and plans of study to the Ministry of Education for approval. In this way, the government insures that the standard and content of education will approximate those of the national universities.

Other than supervision of the curriculum of private universities, the government has no jurisdiction over the administration of Argentine universities, either public or private.

Each university faculty sets its own entrance requirements, plans of study, and program length. There is no formal coordination between universities; for example, the architectural degree at one university requires five years, while at another, six years.

B. MARKETING EDUCATION

National Universities

National University of Buenos Aires

The National University of Buenos Aires (UBA) was founded in 1821 and became a national university in 1880. It is now one of the largest (if not the largest) universities in the world, having an enrollment of over 74,000 students. In 1959 the School of Business Administration was established in the Faculty of Economic Sciences. It offers a five-year program leading toward the Licenciado en Administración, which is equivalent to a U.S. Bachelor of Business Administration. In 1964 business enrollment totaled about 1,070.

One five-hour marketing course was included in the 27 subjects required for the licenciado. In addition, students must take a minimum of eight hours of optional courses in fields of their specialization. Although marketing is not established as a formal field of specialization, three of the 24 elective courses deal with this subject (marketing research, advertising and publicity management, and international business). Details of the business school curriculum are shown in Table 3. An introductory course in agricultural marketing had been taught in the Faculty of Agronomy and Veterinary Sciences, but in

TABLE 3

UNDERGRADUATE BUSINESS ADMINISTRATION CURRICULUM, FACULTY OF ECONOMIC SCIENCES, National University of Buenos Aires, 1965

A. Cycles of Core Courses

Accounting		Administration		Economics	
Subject	Hours*	Subject	Hours	Subject	Hours
General Accounting	4	General Organization and Administration	2	Principles of Political Economy I	3
Accounting and Administrative Organization	2	Control and Public Relations in Business	3	Idem. II	3
Cost Accounting (Elements and Methods)	2	Marketing	5	Economics of Enterprise	3
		Planning and Control of Production	2	Public Finance	3
		Personnel Administration and Industrial Relations	3	Economic Geography of Argentina	4
		General Management and Financing	5		
		Public Administration	3		
Total 3	8	7	23	5	16

Mathematics		Law		Humanities	
Subject	Hours	Subject	Hours	Subject	Hours
Elements of Mathematical Analysis		Public Law	3	Economic and Social History:	
I	3	Private Law	4	General	4
II	3	Private Organizations	4	Argentina, and American	4
Statistics	4	Labor Law	2	Logic and Scientific Methodology	3
Financial Mathematics	2			Sociology	4
Total 4	12	4	13	4	15

TABLE 3 (CONTINUED)

UNDERGRADUATE BUSINESS ADMINISTRATION CURRICULUM,
FACULTY OF ECONOMIC SCIENCES,
National University of Buenos Aires, 1965

B. Electives

Subject	Hours	Subject	Hours
1. Mechanicals Systems	3	13. Business Policy and Economic Conditions	3
2. Administrative Law	2	14. Linear Programming	3
3. Public Accounting	2	15. Quantitative Techniques in Management	3
4. International Economics	4	16. Financial Planning and Control	3
5. Time and Motion Studies	2	17. International Business	3
6. Industrial Technology	4	18. Personnel Training	3
7. Bank Management	2	19. Business Forecasting	3
8. Insurance Management	2	20. Business System Analysis	3
9. Management of Public Services and State Enterprises	2	21. Human Relations	2
10. Economic Geography	3	22. Business Finance	2
11. Marketing Research	3	23. Operations Research	3
12. Advertising and Publicity Management	3	24. Statistical and Mathematical Methods for Business Decisions	3

---

* Number of lecture hours per week throughout the academic year. About equal to two units in a United States college with a two semester system.

1965 the lecturer left and the course is not presently being offered.

The business school has received considerable aid from United States educators. Under a USAID (U. S. Agency for International Development) contract, Columbia University in the United States was to aid in "developing a first-rate school of business administration to help meet Argentina's need for trained managerial resources, encourage research and the preparation of case materials, establish a modern library in business administration, stimulate interest and support in Argentine business circles, and further develop business administration programs in other Argentine universities."

Columbia University faculty members have spent time in Buenos Aires on short- and long-term assignments to teach courses (in English) in administration and marketing management. Some 20 Argentinian students have been sent to Columbia University to obtain their M.B.A's, but the University of Buenos Aires has been unable to offer regular faculty membership to any of the returnees. Most of them are, however, doing part-time teaching at UBA and at management development schools.

Thus, all three marketing professors have obtained their M.B.A. from Columbia University. One also attended the one-year marketing course of the International Center for Advancement of Management Education, held at Stanford University in 1963-64 under grant from the Ford Foundation.

There has been some controversy over the way the Columbia University contract has been administered. Still, the program can be justifiably considered a bright spot in business education, because returnees have contributed new subject matter, new teaching techniques (including the case method), and new interest in the school. Employers seem to be pleased with the output, as witnessed by the fact that the Business School has received financial support from the business community: some 33 important Argentine firms have joined the Council of Enterprises to actively cooperate with the Economic Sciences Faculty. Recently the Council contributed 1.5 million pesos (approximately $100,000) for training teachers in management.

National University of Córdoba

This University's Instituto Economico y Financiero, originally aided by a Ford Foundation grant, offers two basic marketing courses in its five-year, 36-course program. Introduction of a business administration curriculum is under consideration.

National University of the South

The University in Bahía Blanca offers one introductory course in marketing.

Private Universities

Catholic University Santa María de los Buenos Aires

The Pontifical Catholic University Santa Maria de los Buenos Aires, in addition to their five-year, undergraduate program, offers a seven-year, graduate program (the only graduate program in Argentina at present), leading to doctorates in economics and in business administration. The first three years are common to both programs, with specialization beginning in the fourth and fifth years. Satisfactory completion of the 32 prescribed courses (Table 4) leads to a professional degree (Carrera de Administracion de Empresas), which is roughly equivalent to that which would be between a United States bachelor's degree and a Master of Business Administration.

An additional two years of seminars and a doctoral thesis are necessary for the doctor's degree, which is equivalent to what would be between a U.S. Master and Ph.D. in Business Administration degree from a leading university.

Offerings in marketing are confined to one course in the fourth year: Marketing Research and Sales Organization. Price and Distribution Theory offered in the second year has primarily a macroeconomic focus. No survey course in marketing is offered.

Catholic University of Córdoba

An almost identical situation exists at the Catholic University of Córdoba; it has the only undergraduate provincial school with a program in Business Administration (Escuela de Administración de Empresas), established in 1960. The degree requires a five-year study of 34 subjects. Two of the courses pertain to marketing: one is a general introduction, the other a rather vocationally oriented sales promotion course.

Salvador University of Buenos Aires

The Salvador University of Buenos Aires, founded by Jesuits in 1960, is the largest private university and has on its faculty some of Argentina's leading economists and management consultants. Total university enrollment for 1964 reached about

TABLE 4

UNDERGRADUATE COURSE REQUIREMENTS IN ECONOMICS AND BUSINESS ADMINISTRATION, CATHOLIC UNIVERSITY OF SANTA MARIA DE LOS BUENOS AIRES, 1964

<table>
<tr><th>Year</th><th>Economics</th><th>Business Administration</th></tr>
<tr><td>I</td><td colspan="2">Introduction to Economics
Economic Geography of the World
Accounting
Mathematics
Philosophy I
Introduction to Theology</td></tr>
<tr><td>II</td><td colspan="2">Price and Distribution Theory
Economic Geography of Argentina
Private Law
Statistics
Philosophy II
Social Doctrine of the Church</td></tr>
<tr><td rowspan="2">III</td><td colspan="2">Theory of National Income and Employment
Money and Credit
Social Labor Policy
Theology I
Special Assignments in Philosophy</td></tr>
<tr><td>Economic History of the World</td><td>Administrative and Accounting Organization of the Firm</td></tr>
<tr><td rowspan="2">IV</td><td>Economic History of Argentina
Economic Cycles
International Economics
Public Law</td><td>Production Planning and Control
Marketing Research and Sales Organization
Personnel and Labor Relations
Taxation
Costs and Budgets
Financial Mathematics</td></tr>
<tr><td colspan="2">Theology II</td></tr>
<tr><td rowspan="2">V</td><td>Political Economy
Public Finance
Economics of the Firm
Sociology</td><td>Economic and Financial Management of the Firm
Business Psychology and Sociology
Public Relations
Financial Analysis
Economic Legislation</td></tr>
<tr><td colspan="2">Theology III
History of Culture and Professional Ethics</td></tr>
</table>

3,000. At least four marketing courses were offered in that year, but no detailed information on these is available.

Marketing Courses in Other Universities

In addition to these few university courses, marketing concepts enter into the programs of many other departments and faculties. For example, the law schools analyze public regulation of business practices and social welfare; in architecture, product design is discussed; in economic geography, size and structure of commodity markets; in the engineering faculty, transportation. No attempt is made here to index these widely spread and unsystematic offerings.

Management Development Institutes

Association of Sales and Marketing Executives--ADVC
(Asociación de Dirigentes de Ventas y Comercialización)

July 5, 1942, is an important date in the history of Argentine marketing education: the ADVC was founded with 134 members, whereupon educational activities began with a cycle of lectures for salesmen. Ever since then, ADVC has pioneered dissemination of better sales and marketing management practice in Argentina, as well as in some of the other Latin American nations. Formal courses for salesmen were set up in 1951, and some 525 students were enrolled during the period 1951-56. In 1957 a School for Salesmen (Escuela Superior para Vendedores) was established. Table 5 shows the enrollment trend for the education activities of ADVC.

In 1964 the School for Salesmen was expanded and renamed the University of Commercial Sciences (UCS), with two faculties: 1) Marketing, and 2) Human and Public Relations.

TABLE 5

ENROLLMENT AT THE SCHOOLS FOR SALESMEN OF THE ASSOCIATION OF SALES AND MARKETING EXECUTIVES BUENOS AIRES, 1951-63

Year	Number of Students
1951	37
1952	124
1953	34
1954	73
1955	115
1956	142
1957	212
1958	237
1959	309
1960	499
1961	715
1962	1,117
1963	1,613

The two diplomas (Carrera de Licenciado en Comercialización) granted by the University are roughly equivalent to an A.A. (Arts Associate), or to a diploma of a graduate technician of a United States junior college. UCS has applied for accreditation of the Ministry of Education. In December, 1965, the first group of 12 Licenciados en Comercialización was graduated.

The program consists of four 15-week periods spread over two years. For the marketing diploma 31 courses are obligatory and four are elective: Role of Marketing in Economic Development, Marketing of Agriculture, Consumer Products, and Industrial Products (See Table 6).

Qualified for admission are high school graduates; school teachers; graduates of vocational, industrial, and business schools; alumni of ADVC Vocational Training Curricula; and practicing junior executives (with some exceptions). All candidates who have not completed secondary school are required to pass an entrance examination.

Apart from the University of Commercial Sciences, the ADVC also offers 22 vocational courses grouped into five programs. These programs include four or five courses, each of which consists of 18 lecture hours and two examination hours. Topics cover sales training and management, as well as public relations.

Some of these courses are available outside Buenos Aires through regional training centers attached to some of the nine sister associations,[3] and correspondence arrangements with individual participants. One of the largest of the regional training centers is the Institute of Higher Studies of Marketing and Sales in Córdoba. Founded in 1960, it offers 400 hours of vocational courses arranged into four programs of studies. Topics include sales training, supervision, management,

TABLE 6

CURRICULUM FOR PROFESSIONAL LICENSE IN MARKETING, UNIVERSITY OF COMMERCIAL SCIENCES, BUENOS AIRES, 1965

Semester	Year	
	I	II
First	1. Principles of Economics 2. Introduction to Psychology 3. Qualitative Analysis for firms (22) 4. Introduction to Marketing: I (I)	9. Social Psychology 10. Economics of Enterprise (20) 11. Organization and Administration of Sales (15) 12. Inferential Experimental Statistics (24)
	5. Argentine Economy 6. Introduction to Sociology 7. Introduction to Marketing: II (I) 8. Economic Statistics (24)	13. Marketing Research (21) 14. Business Finance 15. Organization and Administration (15) 16. Sales Promotion (1)
Semester	Year	
	III	IV
First	17. Theory and Practice of Decision Making (28) 18. Advertising (18) 19. Price Policy (6) 20. Introduction to Costing (25)	25. Product Development and Policy (16) 26. Distribution Channels (25) 27. Elective Seminar (27)
Second	21. Group Dynamics 22. Public Relations 23. Applied Commercial Law 24. Cost of Distribution (25)	28. International Marketing (28) 29. Motivation and Behavior of Consumers (18) 30. Elective Seminar[1] (31) 31. Professional Practice (33)

[1] Marketing of Agriculture, Consumer or Industrial Products, Economic Development and Marketing.

N.B. Course fees are $100 per year, 8 classroom hours per week.
There are about 20 lecture hours in each course.
Figures in parentheses refer to subject classifications in Table 10.

and public relations; and, interestingly enough, many of the programs at Buenos Aires and Córdoba include courses in psychology and sociology.

Aside from the courses listed above, ADVC conducts many one-day conferences, seminars, and lectures, in addition to supplying personnel to conduct "in-firm" training within many of Argentina's leading enterprises. ADVC also extends technical assistance to other Latin American countries in setting up salesmen schools of the Argentine type. So far, Peru, Colombia, and Ecuador have received such aid. A subsidiary of ADVC publishes books and course notes related to topics in the training program.

In 1965 ADVC created a Hall of Fame for Great Argentine Enterprises (Grandes Empresas Argentinas). The objective of the award is to make the public conscious of the great contribution made by outstanding entrepreneurship to social and economic progress of the country.

The first list, published in a special supplement to Ventas, the official ADVC monthly, contained the following names: Agrest, Bosch Motors, Canal 13, Cyanamid, IBM, IOA (Industrias Ortopédicas Argentinas), Lowe, Mayon, Ralba, and Anglo-Argentine General Electric. The short write-ups included with each citation could serve as useful points of departure for subsequent development of marketing cases.

Argentine Productivity Center (Centro de Productividad de la Argentina--CPA)

In 1960 the Argentine government signed a five-year, technical aid contract with the United Nations Special Fund.

Under the terms of the agreement the ILO, executing agency for the United Nations, would provide experts to train Argentine counterparts in methods of improving productivity in all sectors of the Argentine economy. The Argentine government designated the Centro de Productividad de la Argentina as the executing agency. The marketing program officially began in August, 1963, with the arrival of the first (International Labor Organization) ILO marketing expert. The objective of the work is to improve efficiency in marketing Argentine products and services by introducing more sophisticated methods of promotion, training, consulting, and research. In the 1964 training program ten courses were offered for a total of 273 hours, with 224 students enrolled. Details on these courses are given in Table 7.

In 1965 the ILO expert was assigned as Marketing Consultant to the Secretary of Commerce to help get underway a long-range Marketing Action Program for Argentina (MAPA), designed to put into effect the policies outlined in the National Development Plan for 1965-69.

Institute for Development of Executives in Argentina (Instituto para el Desarrollo de Ejecutivos en la Argentina--IDEA)

IDEA was founded in 1960 by a group of 20 Argentine companies. Its objective is development of middle and top executives in all Argentine companies. Since its inception, IDEA has received limited financial aid from USAID to bring in United States lecturers. IDEA administers a scholarship program, financed by AID, that sends Argentine executives to Harvard and Columbia for participation in summer programs.

TABLE 7

MARKETING TRAINING, ARGENTINE PRODUCTIVITY CENTER (CENTRO PRODUCTIVIDAD DE LA ARGENTINA) 1964

					Participants										
							Management								
No.	Name	Location	Date	Hours	Total	Participant Hours	Top	Senior	Technical	Middle	Supervisory	Consultant	Government	Educators
1	Sales Forecasting	Buenos Aires	Jan.-May	100	12	1,200	4	-	8	-	-	-	-	-
2	Case Writing	Córdoba	Feb. 18-19	6	14	84	2	2	4	-	-	1	3	2
3	Principles of Marketing	Córdoba	May 14-30	36	16	576	2	2	2	5	-	1	4	-
4	Productivity in Marketing	Buenos Aires	June 29	6	17	102	5	3	5	-	-	3	1	-
5	Case Writing	Buenos Aires	July 12-December	30	24	720	-	-	-	-	-	-	-	24
6	Pro Economía Agraria	Don Torcuato	July 12-24	20	30	600	-	-	30	-	-	-	-	-
7	Joint Marketing Research	Buenos Aires	July 27	6	30	180	-	2	16	-	-	10	1	1
8	Self-Service retailing	Buenos Aires	August 11	4	32	128	3	9	-	-	20	-	-	-
9	Sales Forecasting	Buenos Aires	Sep. 7-25	35	26	910	2	11	6	7	-	-	-	-
10	Sales Forecasting	Buenos Aires	Oct. 5-23	30	23	690	-	10	5	8	-	-	-	-
10	TOTAL	-	-	273	224	5,190	18	39	76	20	20	15	9	27

In 1964 IDEA offered about 80 short courses (attended by some 2,500 executives), of which 18 dealt with marketing subjects. Five of the lecturers were visiting United States specialists (See Table 8). In 1964 and 1965 IDEA administered a USAID scholarship program, which enabled four young Argentine executives to participate in the summer program of the International Marketing Institute held at Harvard University.

Other activities of IDEA include a Ford Foundation-sponsored Business Research Division and a program of seminars for businessmen, politicians, and the military, designed to promote communications between the groups.

Argentine Enterprise University (Universidad Argentina de la Empresa-UADE)

In 1958 the Society of Corporations (Camara de Sociedades Anónimas) sponsored establishment of the Foundation for Higher Enterprise Studies (Fundacion de Altos Estudios de la Empresa-FAEDE). In 1964 the institution was renamed Argentine Enterprise University (UADE). Although it carries the name "university," UADE is a private management institute; and the only entrance requirement is graduation from either a secondary school operating under the Ministry of Education's supervision, a university, or a military school.

Unlike many Argentine management institutes, UADE offers courses presented in a series of three-year curricula leading toward licenciados in individual fields of business administration. As of 1965 UADE had four departments: Human Relations, Production, Finance, and Marketing.

TABLE 8

TITLES OF MARKETING COURSES, INSTITUTE FOR THE DEVELOPMENT OF EXECUTIVES IN ARGENTINA (INSTITUTO PARA EL DESARROLLO DE EJECUTIVOS EN LA ARGENTINA), 1964[a)]

Number	Title	Number of hours in classroom
1	Marketing Via Concessionaires (8)	10
2	Distribution Costs (25)	8
3	The Marketing Manager (14)	5
4	Prices (6)	6
5	International Marketing (12)	8
6	Marketing Goods and Services of the Heavy Industry (11)	4
7	Coordinated Marketing Plans (14)[*]	2½
8	Argentine Exports (12)	10
9	Coordinating Marketing Plans (14)[*] [b)]	2½
10	Marketing Research as the Foundation of Marketing Planning (14)[*] [c)]	2½
11	Production and Marketing Coordination (14)	8
12	Procurement Administration as a Management Problem (5)	20
13	Modern Marketing: Research and Planning of Marketing, Pricing and Advertising (21)[d)]	15
14 and 15	Sales Forecasting (27)[e)]	40
16	Marketing and Advertising Research (23)[f)]	15
17	Forecasting Demand (27)	8
18	Product Development and Introduction (21)	8

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[*] Short lectures, not included in Table 10.

[a)] Numbers in parentheses after course titles refer to classifications in Table 10.

[b)] Dr. Alfred N. Watson, Columbia University.

[c)] Dr. George B. Simmons, Columbia University.

[d)] Edward C. Bursk, Harvard University.

[e)] Dr. Frank Meissner, Senior Marketing Expert of the International Labor Organization's Productivity Mission to Argentina, and Ing. Pedro R Lungwitz, in charge of the Marketing Area of the Argentine Productivity Center. Course offered three times during 1964, twice in 1965, and scheduled twice for 1966.

[f)] Paul Lyness, McCann Erickson.

The Marketing Department offers three types of licenciados: Marketing, Marketing Research, and Advertising. All students have a common first year consisting of 260 hours in basic core courses. Specialization is introduced during the second and third years. Referring to the details of the programs given in Table 9, note that the total number of hours required for the marketing diploma is 704; for the marketing research, 740; and for advertising, 750.

In 1966 a new licenciado in International Trade was to be added.

In addition to the marketing courses offered at the management development institutes just discussed, scattered courses are taught at a number of other institutes. See Table 10 for a more complete summary of courses.

INTA (Instituto Nacional de Tecnología Agropecuaria--Agricultural Experiment and Extension Service) offers an agricultural marketing program, which was developed in cooperation with the Texas Agricultural and Mechanical College.

Argentine Marketing Association (Asociacion Argentina de Marketing-AAM)

Founded in May, 1965, AAM aims to:

1. develop the marketing management profession in Argentina,
2. promote exchange of ideas, experiences, and knowledge among marketing managers,
3. investigate, develop, and improve application of systems and techniques of marketing,
4. stimulate education and extension of marketing in cooperation with universities, private and public organizations in Argentina and abroad,

TABLE 9

CURRICULA FOR LICENSES IN MARKETING, MARKETING RESEARCH AND ADVERTISING, UNIVERSIDAD ARGENTINA DE LA EMPRESA (ARGENTINE ENTERPRISE UNIVERSITY) 1965

First Year (Basic Core Course)		
Marketing	Hours	Hours
Studies of the Firm	70	
Human Relations	60	
Marketing Research		
Philosophy and Sociology	30	
Mathematics	50	
Advertising		
Accounting	50	
Subtotal Basic Core Course		260

TABLE 9 (CONTINUED)

CURRICULA FOR LICENSES IN MARKETING, MARKETING RESEARCH AND ADVERTISING, UNIVERSIDAD ARGENTINA DE LA EMPRESA (ARGENTINE ENTERPRISE UNIVERSITY) 1965

Marketing	Hours	Hours
Subtotal Basic Core Course		260
Second Year		
Economic Theory and Economics of the Firm	30	
Macroeconomics	30	
The Argentine Economy	40	
Law	60	
Statistics (24)	30	
Marketing Research (21)	40	
Subtotal		230
Third Year		
Marketing Institutions (7)	20	
Commercial Policy (16)	40	
Marketing Management (4)	20	
Personnel Training and Administration	16	
Control Presupuestario	30	
Credit Policy	16	
Advertising	16	
Public Relations (1)	16	
Electives (32)	40	
Subtotal		214
TOTAL		704

TABLE 9(CONTINUED)

CURRICULA FOR LICENSES IN MARKETING, MARKETING RESEARCH AND ADVERTISING, UNIVERSIDAD ARGENTINA DE LA EMPRESA (ARGENTINE ENTERPRISE UNIVERSITY) 1965

Marketing Research	Hours
Subtotal Basic Core Course	260
Second Year	
Economic Theory	
Marketing (I)	
The Argentine Economy	
Sociology	
Statistics (24)	
Psychology	
Subtotal	240
Third Year	
Applications of Marketing Research (21)	
Research Techniques (21)	
Work Methods (1)	
Special Investigations (21)	
Practice (33)	
Subtotal	240
TOTAL	740

TABLE 9 (CONTINUED)

CURRICULA FOR LICENSES IN MARKETING, MARKETING RESEARCH AND ADVERTISING, UNIVERSIDAD ARGENTINA DE LA EMPRESA (ARGENTINE ENTERPRISE UNIVERSITY) 1965

Advertising	Hours	Hours
Subtotal Basic Core Course		260
Second Year		
Role of Advertising in the Economy (1)		
The Agency (1)	30	
Advertising as a Tool of Marketing (1)		
Organization and Advertising Services (1)	60	
Creativity I (1)	60	
Media Analysis (1)	30	
Psychology	30	
Economics	30	
Economic Geography (21)	10	
Subtotal		250
Third Year		
Creativity II (21)	60	
Techniques	60	
Marketing Research	40	
Social Psychology	40	
Budgeting	20	
Planning	20	
Subtotal		240
TOTAL		750

Note: Figures in parentheses refer to subject classification in Table 10.

TABLE 10

PRELIMINARY LISTING OF UNDERGRADUATE MARKETING OFFERINGS AT UNIVERSITIES AND MANAGEMENT DEVELOPMENT INSTITUTES, ARGENTINA, 1964 AND 1965

	Universities					
	National			Catholic		Total
Offering[a]	UBA[b]	UNC[c]	UNS[d]	SMBA[e]	Córdoba[f]	
I. Basic Courses	1	2	1		1	5
II. Functional						
1. Advertising and Sales Promotion	1				1	2
2. Salesmanship						-
3. Traffic Management						-
4. Sales Management						-
5. Purchasing or Procurement						-
6. Pricing						-
III. Industry and Institutional						
7. Institutions						-
8. Retailing						-
9. Retail Advertising						-
10. Wholesaling						-
11. Industrial Marketing						-
12. International Marketing						-
13. Food Distribution						-
IV. Marketing Planning or Administration						
14. Management	1					1
15. Organization						-
16. Policy						-
17. Stragegy						-

TABLE 10 (CONTINUED)

PRELIMINARY LISTING OF UNDERGRADUATE MARKETING OFFERINGS AT UNIVERSITIES AND MANAGEMENT DEVELOPMENT INSTITUTES, ARGENTINA, 1964 AND 1965

	Universities					
	National			Catholic		Total
Offering[a]	UBA[b]	UNC[c]	UNS[d]	SMBA[e]	Córdoba[f]	
V. Theory						
18. Consumer Behavior						-
19. Theory of Marketing						-
20. Price Theory				1		1
VI. Marketing Research						
21. Marketing Research	1			1		2
22. Analysis						-
23. Advertising Research						-
24. Statistics	1					1
25. Distribution Cost (20)						-
26. Operations Research						-
27. Forecasting	1					1
28. Decision Making	1					1
VII. Seminars and Independent Studies						
29. Theses						-
30. Doctoral Dissertations						-
31. Current Problem Seminars						-
32. Independent Reading						-
33. Professional Practice						-
34. Single Events						-
TOTAL	7	2	1	2	2	14

TABLE 10 (CONTINUED)

PRELIMINARY LISTING OF UNDERGRADUATE MARKETING OFFERINGS AT UNIVERSITIES AND MANAGEMENT DEVELOPMENT INSTITUTES, ARGENTINA, 1964 AND 1965

	Management Development Institutes							
Offering[a]	ADVC[g]	UADE[h]	CPA[i]	IDEA[j]	IADE[k]	IDOEF[l]	Others	Total
I. Basic Courses	2	1	1		1			5
II. Functional								
1. Advertising and Sales Promotion	2	7						9
2. Salesmanship								-
3. Traffic Management								-
4. Sales Management		1						1
5. Purchasing or Procurement				1				1
6. Pricing	1			1				2
III. Industry and Institutional								
7. Institutions		1						1
8. Retailing				1				1
9. Retail Advertising								-
10. Wholesaling								-
11. Industrial Mktg.	1			1				2
12. International Mktg.			1	2		1		4
13. Food Distribution			1					1
IV. Marketing Planning or Administration								
14. Management				2				2
15. Organization	2							2
16. Policy		1						1
17. Strategy								-

TABLE 10 (CONTINUED)

PRELIMINARY LISTING OF UNDERGRADUATE MARKETING OFFERINGS AT UNIVERSITIES AND MANAGEMENT DEVELOPMENT INSTITUTES, ARGENTINA, 1964 AND 1965

	Management Development Institutes						Others	Total
Offering[a]	ADVC[g]	UADE[h]	CPA[i]	IDEA[j]	IADE[k]	IDOEF[l]		
V. Theory								
18. Consumer Behavior	1							1
19. Theory of Marketing								
20. Price Theory	1							1
VI. Marketing Research								
21. Marketing Research	1	8	1	3	1			14
22. Analysis	1							1
23. Advertising Research				1				1
24. Statistics	2	2						4
25. Distribution Cost	3	1	1	1				6
26. Operations Research							m	-
27. Forecasting			1	2				3
28. Decision Making	1							1
VII. Seminars and Independent Studies								
29. Theses								-
30. Doctoral Dissertations								-
31. Current Problem Seminars	2							2
32. Independent Reading		1						1
33. Professional Practice	1	1						2
34. Single Events							25[n]	25
TOTAL	21	24	6	15	2	1	25	94

FOOTNOTES TO TABLE 10

a. The breakdown is based on: David Luck, Marketing Education in the United States, (Philadelphia, U.S.A.: Marketing Science Institute, November, 1964), p. 56.

I. Courses designed to acquaint the student broadly with the field of marketing. In some cases, the first term of marketing management may be appropriate for this category.

II. Deals with tasks, functions, or subfunctions of marketing that are performed in a wide variety of businesses and industries. For instance, transportation is performed by most manufacturing and merchandising enterprises. Likewise, the subfunction of traffic management will be found among chain retailers, wholesalers, and manufacturers.

III. Admittedly, two distinct divisions of marketing subject matter are included in this grouping. Industry oriented courses are vertical segmentations, while institutional are horizontal treatments within the scope of certain classes of firms. For convenience, these two forms of segmentation are combined.

IV. Detailed analysis of marketing management, policy planning, or strategy formulation; organizing, directing and coordinating marketing activities.

V. Included are specialized courses in marketing theory (not to be confused with general survey and principles courses).

VI. Courses dealing with the problems and techniques used in securing both qualitative and quantitative information for use in decision making,

VII. Informal studies for which credit is given, including courses whose subject matter varies from year to year. If a seminar has a fixed subject matter, however, include it in one of the above categories.

The listing includes all university courses, plus offerings in excess of three hours that were given at least once by private management development institutes and that were rescheduled for 1965:

b. National University of Buenos Aires (Table 3)
c. National University of Córdoba
d. National University of the South (Bahía Blanca)
e. Pontifical Catholic University Santa María de los Buenos Aires (Table 4)
f. Catholic University of Córdoba
g. Sales and Marketing Executives' Association--Asociación de Dirigentes de Ventas y Comercialización
h. Argentine Enterprise University--Universidad Argentina de la Empresa (Table 9)
i. Argentine Productivity Center--Centro de Productividad de la Argentina (Table 7) Numbers 12, 13, 21, and 25 scheduled for first time in 1965
j. Institute for Development of Executives in Argentiná Instituto para el Desarrollo Ejecutivos en la Argentina (Table 8)
k. Argentine Institute of Enterprise Management--Instituto Argentino de Dirección de Empresas
l. Institute of Financial and Economic Management Orientation--Instituto de Orientación Económico--Financiera
m. The Operations Research Society (Sociedad Argentina de Investigación Operativa-SADIO) has sponsored lectures on marketing
n. Other Management Development Institutes, both members of CADOC, as well as nonaffiliated ones.

5. contribute, as a professional group, to the improvement of laws and regulations pertaining to marketing.

AAM is a candidate for membership in the International Marketing Federation.

In the first stage of development, membership is limited to marketing managers. Later on all individuals with professional interest in marketing management, research, and education will be eligible for membership.

The following nine topics were suggested for the 1965-66 workship and research program of the AAM:

1. marketing and economic development,
2. sources of marketing information,
3. marketing legislation,
4. role of marketing in establishment of the Latin American Common Market,
5. education in marketing,
6. the marketing function in a modern enterprise,
7. joint marketing research,
8. marketing definitions and terminology,
9. sales forecasting techniques.

During 1965 AAM activities focused on workshop seminars and publication of a newsletter. Four topics were chosen for a series of workshops:

1. Organization of Marketing Department (job description, authorities, responsibilities, planning, execution, and control),
2. Distribution Channels,
3. Price Policy in an Inflationary Economy,
4. Measurement of Advertising Impact.

Proceedings of workshops and seminars are being reproduced and made available. Some 20 major companies with sales representing ten percent of the Argentine Gross National Product have contributed marketing organization charts to the first workshop of 1965.

In cooperation with the Servicio de Informaciones del Mercado Argentino AAM plans to develop statistical indexes that would be specifically tailored for short-range sales forecasting.

There is a close working relationship between AAM and the Instituto para el Desarrollo de Ejecutivos en la Argentina--IDEA (the Argentine Management Development Institute). The different AAM functions are usually held on premises of IDEA and several AAM members are on its marketing committee.

Latin American Center for the Study of Marketing
(Centro Latino Americano de Estudios de Marketing--CLADEM)

CLADEM was founded on May 24, 1964, by participants in the International Center for Advancement of Management Education (ICAME) at Stanford University. ICAME is a Ford Foundation financed project aimed at training teachers of business administration for developing countries.

The objective of CLADEM is to help advance the use of good marketing management practice in Latin American countries.

This is to be achieved by such means as:

1. inviting all Latin American universities and colleges to participate actively in CLADEM,
2. exchanging of information and experience among members,
3. developing and distributing teaching materials (articles, cases, surveys, research findings, textbooks) throughout Latin America,
4. encouraging personal contact by sponsoring periodic meetings, symposia and congresses,
5. inviting to membership outstanding marketing practitioners, and assembling a Who's Who in the Latin American marketing profession,
6. coordinating and aiding in curricula developments at different universities and other teaching institutes,
7. eventually perhaps broadening CLADEM into a Latin American Marketing Association (LAMA).

The 16 founding members of CLADEM were all participants of the ICAME Marketing Program of 1963-64. Several non-ICAME candidates have since been approved for membership and others have been nominated, a number of whom are IMI alumni.

Business executives may also be brought in; they would each pay $20 to help defer some of the expenses of the executive secretary but would not be required to do any writing. Some invitations have already been issued.

Within the first year of its existence, CLADEM, with professional and moral help provided by ICAME, has made remarkable progress.

The following materials have been prepared:

1. A survey of Marketing Terminology in Spanish speaking countries, which was published jointly by ICAME and CLADEM.
2. Spanish translations from English originals of 51 Readings in Marketing Management.
3. About 40 Spanish originals or translations of Cases in Marketing Management. The majority of the cases are "native" to Latin America; all have been previously tested in the classroom.
4. Translations of Cases and Readings in Marketing Research.
5. CLADEM coordinates translations of articles and cases; members have morally committed themselves to provide at least two substantial items per year. CLADEM encourages writing of original articles on marketing in home countries of individual members, materials that would form a basic input to a future book on marketing in Latin America.
6. CLADEM plans to become a Depository of Marketing Cases for Latin America.
7. Also contemplated is an Adaptation to Latin American Conditions of several classic textbooks in major fields of marketing.

8. In order to keep its members posted Newsletters of CLADEM are being published. Future issues might be broadened so as to help further active cooperation between associations and institutes such as IMI, that have similar objectives.

9. Periodically CLADEM intends to co-sponsor regional marketing meetings; the first will probably be held in Mexico City in 1968.

Conclusions

The majority of Argentine business managers have had no formal business education. Few have had university education; in 1960 only about one-third of the 250 most influential businessmen attended institutions of higher learning. Half of these were immigrants who received their training in the United States of America or Europe. Business administration is therefore a new profession while training in the subject is newer still. The marketing concept is only now infiltrating into business circles.

Business administration[4] is usually taught in faculties of economics. There are a variety of arrangements, ranging from five-year undergraduate to two-year graduate programs.

Generally, almost exclusive reliance is placed on lectures, an instruction method which does not always promote independent inquiry and objective problem analysis.

With a few exceptions--such as at the University of Buenos Aires--contacts with the business community are not close. This is partly due to the desire of universities to remain independent and not let themselves be influenced by outsiders. And vice-versa, businessmen might, to some degree, lack confidence in the university; yet, their advice and financial help are badly needed.

The progress made in marketing education since 1960 has been remarkable. In 1964 more than 80 marketing courses were available. A very small percentage of these courses were offered in state or catholic universities, while the bulk was given by various management development institutes (almost all situated in Buenos Aires) as long or short courses for part-time students.

Judging from course titles (reading lists and course notes are generally not readily available), the marketing curricula are by and large modern in outlook. The quality of courses does, however, ultimately depend on the quality of the faculty, the content of teaching materials, and the adequacy of the libraries.

A stepped-up rate of development of high quality marketing programs at the university level will largely depend on the ability of the Argentine academic and business communities to:

1. select capable students,
2. overcome the shortage of qualified and experienced teachers,
3. provide local educational materials, and
4. facilitate local basic as well as applied research in all sub-areas of marketing.

In order to reduce the exceedingly high dropout rates, more rigorous screening and entry examinations are needed. Perhaps tuition and fees for auxiliary services should be introduced, along with public and private scholarships for promising students. To discourage continuance of the species of "perpetual students," the number of repeats of failed examinations should be severely limited.

Full-time marketing teachers--as a rule and not as an exception--are needed not only for classroom instruction. An equally important part of normal duties is availability for student consultation, development of teaching materials with an Argentine setting, and conducting of applied research with focus on issues of public marketing policy. In order to reach this stage, the salary structure of teachers should be separated from national civil service payroll regulations. A framework of systematized appointments, promotion, and tenure--all based on merit--should be established.

One of the most pressing academic needs is an elementary marketing textbook in Spanish, with theoretical and institutional materials drawn from the Argentine environment rather than from abroad. Given the alleged scarcity of readily available information, this would be a most difficult book to write. To obtain existing case materials, intimate relationships with the business community will have to be fostered. This should be based on more effective professional (as opposed to political) leadership by the internal administration of the universities. Nonetheless, some highly reassuring progress is now being made in some of the above mentioned areas.

Course offerings are going through a natural evolution in which the best tend to survive. This makes it possible to use more efficiently the slowly growing body of experienced teachers.

The Latin American Center for Study of Marketing (CLADEM) in Santiago de Chile is doing an increasingly effective job of facilitating interchange of Spanish and Portuguese teaching materials, both translated and original. Argentine instructors have contributed to, as well as benefited from, these CLADEM activities.

The Argentine Secretariat of Commerce has been charged with the responsibility of putting into effect some of the marketing policies laid down in the National Development Plan for 1965-69. A substantial agenda of basic research has been outlined within the framework of the Marketing Action Program for Argentina (MAPA).

Finally, as a preview of things to come, it should be mentioned that in 1965 the Ford Foundation made a grant to the Argentine Management Development Institute for the purpose of undertaking a feasibility study for a graduate school of business administration. This survey should help to define specifically the need for teachers, literature, and research in marketing, as well as outline an action program aimed at systematically solving the problems.

I. FOOTNOTES

1. This chapter was prepared by Dr. Frank Meissner, International Labor Organization, I.L.O Buenos Aires, Argentina.

2. Among the three main economic sectors of the economy, commerce has the highest enrollment in vocational training: one student for each ten employees. The ratio in industry is 1:16, in agriculture 1:500. In other words, agriculture--which is responsible for over 90 percent of foreign exchange earnings--has practically no vocational training facilities.

3. In 1965 there were nine ADVC "chapters" (run independently of Buenos Aires) in: Bahía Blanca, Córdoba, Mar del Plata, Mendoza, Rosario, San Juan, San Rafael, Santa Fe, and Tucumán.

4. For a broad overall description and evaluation of business education see: A. N. Jorgensen, Manuel Vera, John W. Tierney, Garnet Beazley, Higher Education in Argentina, (Council on Higher Education in the American Republics (CHEAR)--Special Report to USAID, October, 1965 p. 84.

II. AUSTRALIA[1]

A. GENERAL EDUCATION SYSTEM

Primary and Secondary Schools

The Australian educational system is best understood as a projection of the main features of the English system. Compulsory education to the age of fourteen was introduced in the 1880's, mainly on secular lines; and this pattern has continued to the present. Today education up to the age of fifteen, or in some states sixteen, is compulsory for all children and is largely provided by the state governments. (See educational ladder for the organization of a typical school system.)

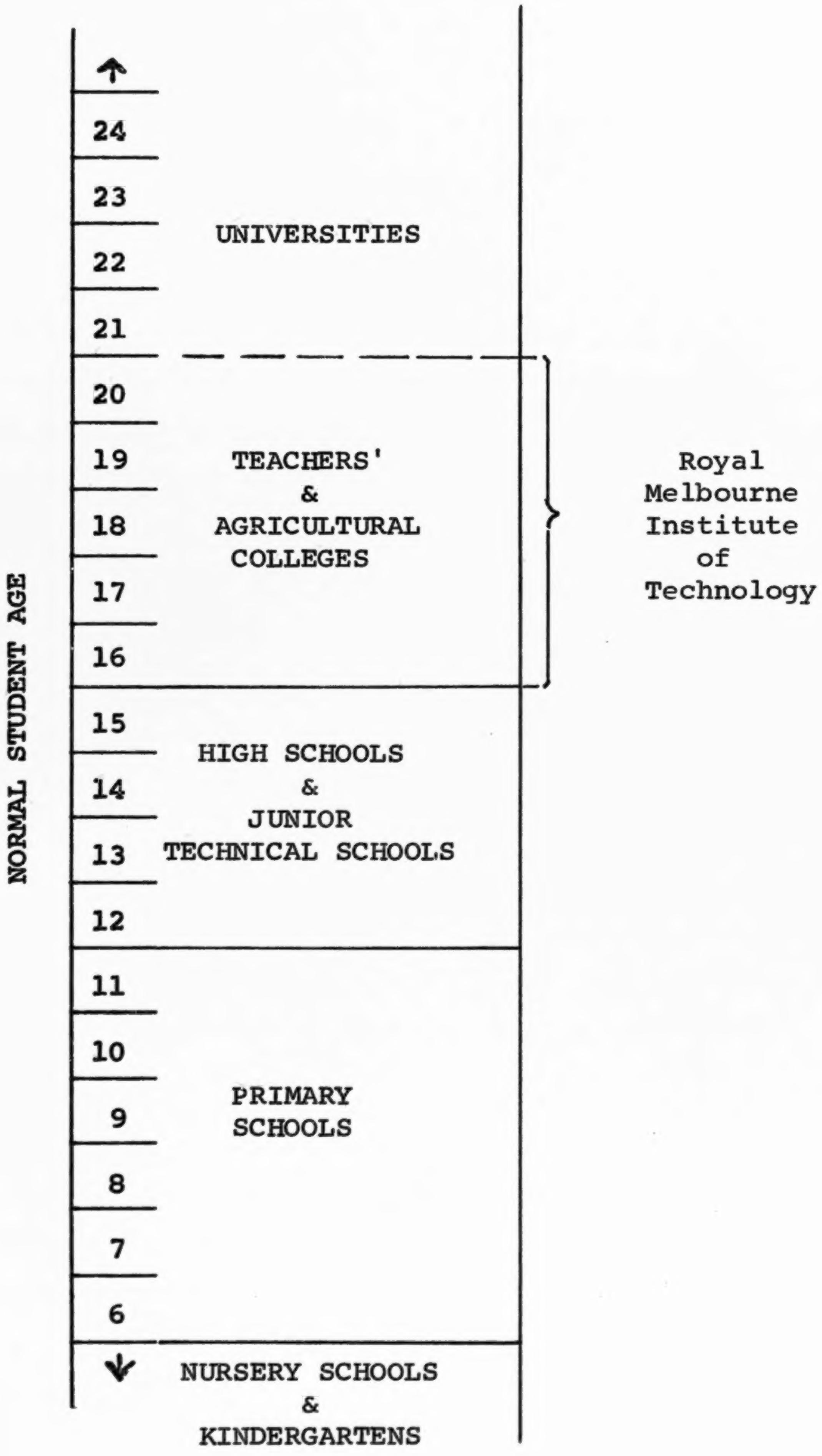
At age fourteen or fifteen, children take the Intermediate Certificate examination;and those who go beyond this level take the Leaving Certificate or Higher School Certificate at sixteen or seventeen. These latter examinations conclude the secondary school stage. By passing these examinations in an approved range of subjects, the student gains matriculation status, which is a prerequisite to entry into a university.

Students in high schools and private schools do not go deeply into such areas as applied economics, sociology, or subjects which might be described as business-oriented. In some of the vocational schools, they study such subjects as typing, business principles, and elementary accounting.

Approximately 76 percent of all children in Australia are educated in schools financed and staffed by state

AUSTRALIA

Organization of Schools in Victoria


NORMAL STUDENT AGE
24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
UNIVERSITIES
TEACHERS' & AGRICULTURAL COLLEGES
Royal Melbourne Institute of Technology
HIGH SCHOOLS & JUNIOR TECHNICAL SCHOOLS
PRIMARY SCHOOLS
NURSERY SCHOOLS & KINDERGARTENS

governments. The remaining 24 percent attend private schools owned and financed, in the main, by different religious orders. The curricula in these schools closely follow the patterns established in the state system of education.

Universities

Until after World War II, there were only six universities in Australia--one in each state--each having been established by an act of the State Parliament. These early universities were very much an offshoot of the Oxford-Cambridge-Edinburgh axis, adopting the philosophy, attitudes, and standards of these long-established universities.

But since World War II, with the increasing industrialization and subsequent education needs, nine additional universities have been founded, bringing the total number of Australian universities to fifteen:

Pre-war	
1850	University of Sydney (New South Wales)
1853	University of Melbourne (Victoria)
1874	University of Adelaide (South Australia)
1889	University of Tasmania (Hobart)
1909	University of Queensland (Brisbane)
1911	University of Western Australia (Perth)

Post-war	
1946	Australian National University (Canberra)
1949	University of New South Wales (Sydney)
1954	University of New England (New South Wales)
1958	Monash University (Melbourne)
*1964	La Trobe University (Melbourne)
*1964	Macquarie University (Sidney)
*1964	Flinders University (Adelaide)
1965	University of Newcastle (New South Wales)
1965	Townsville University College (North Queensland)

*Not yet operational.

Prior to 1945, a university education in Australia was a relatively expensive commodity. Few scholarships were available and the vast majority of students was obliged to pay fees, which in those days were sufficiently high to preclude attendance by many of the well qualified. And even though the conviction that "higher education should be open to all young people of ability, irrespective of wealth or class" has always persisted in Australia, it was only in the postwar era that extensive financial support programs were developed. The most important of these is the Commonwealth Scholarship Scheme begun in 1951 and administered and supported by the federal government.

Today nearly two-thirds of full-time students receive some form of outside financial assistance; but very little is sponsored by business firms, in contrast to American practice.

The federal government, initially taking little or no part in the financing of university education in Australia, has recently moved into a position of equal importance with the individual states and now provides an average of about 42 percent of Australian universities' revenue. The federal government itself has even established a university: the Australian National University.

But the recent scholarship schemes, the effects of the "birth-bulge" of the mid to late 1940's and the sustained immigration rate of 100,000 people a year have caused substantial overcrowding in Australian universities. Not only is there a severe shortage of buildings and equipment, but also a critical lack of teachers. Consequently, many universities have found it necessary to establish quotas and introduce part-time study. Of the total number of students attending universities in 1963, 34.8 percent were part-time and 9.1 percent were non-resident. Unfortunately, the dropout rate is rather high--a problem in every country where pressure on educational facilities is great.

Undergraduates make up about 90 percent of the total student body. The remaining ten percent are students preparing for either postgraduate diplomas or master's and doctoral degrees, mainly through research theses. Only a few take formal course work, as, for example, for master's degrees in such new fields as business administration. However, postgraduate education in Australia in terms of students enrolled is of minor importance.

Bachelor degree programs are offered in a wide range of subjects, including economics and commerce, but not in business administration nor any allied subjects. The Faculty of Commerce curriculum consists of courses in economics, accounting, political science, statistics, and industrial relations. The great majority of students working for the bachelor degree takes a three-year course leading to a pass degree; only a minority (probably fewer than 20 percent of full-time students) attempts the more specialized four-year course for an honors degree.

Technical Colleges

There are a number of sub-university bodies in Australia known as technical colleges. These are state-financed; but unlike the quasi-independent state universities, they are often an integral part of the state public service system. The technical colleges provide, at the post-secondary level, vocational education to students who, for one reason or another, are unable to attend the universities. Most of these colleges have comparatively low entrance standards--some previous employment in the appropriate occupation being one essential. Heavy reliance is placed upon part-time and evening education, and in the curriculum emphasis is given to the practical application of skills.

B. MARKETING EDUCATION

Universities

The University of Sydney

At Australia's oldest university, some marketing is taught as part of the curriculum in agricultrual economics within the Faculty of Agriculture. (It is not offered as a subject in the University's Faculty of Economics.) The specific subject is entitled Agricultural Marketing and Prices, with a curriculum similar to that of the University of New England (see below); and the instructors are agricultural economists, usually with American higher degrees. It runs for 18 weeks, comprises about 50 lectures, and is attended by about ten students each year. As a compulsory subject, it counts toward the Bachelor's degree in Agricultural Science. Some postgraduate work of a research nature is being undertaken in this particular field at Sydney.

The University of Melbourne

At the University of Melbourne, marketing concepts are introduced in two main educational areas: the Faculty of Agriculture where agricultural economics is taught, and the

Faculty of Commerce where marketing is taught in the undergraduate program. Again the course in the Faculty of Agriculture approaches marketing in much the same way as does that of the Faculty of Agricultural Economics at the University of New England. On the other hand, the Faculty of Commerce at the University of Melbourne has offered a course since 1964 which is at present the most comprehensive to be found in any Australian university. Offered as an elective subject in the final year of the Bachelor of Commerce degree course, a total of 60 hours of lectures is required, plus additional tutorials. About 80 students regularly attend the course.

The syllabus includes the following topics:

The Marketing environment
Primary and selective demand concepts
Demand elasticity
Economic, competitive, and buyer behavioral forces affecting demand.

Marketing elements
Analysis of the nature and complexity of marketing problems
The structure and interrelationships of mix elements
Product policy, pricing, distribution channels, promotion and advertising sales organization and management
Marketing strategy, planning, and evaluation.

Data collection and analysis
Marketing research techniques and applications
Quantitative analytical techniques

Marketing organization theory
Social responsibilities of marketing

Prescribed textbooks are:

Marketing Management, Analysis and Planning
by J. A. Howard (Irwin, rev. ed., 1963).

Problems in Marketing by M. Brown, W. England,
and J. Matthews (McGraw-Hill, 3rd ed., 1961).

Innovation in Marketing by T. Levitt (McGraw-Hill,1962).

Reference Books used include:

Marketing and the Behavioral Sciences by P. Bliss
(Allyn and Bacon, Inc., 1963).

Product Strategy and Management by T. Berg and
A. Shuchman (Holt Rinehart and Winston, 1962).

Marketing Research--Text and Cases by H. Boyd
& R. Westfall (Irwin, 1956).

Marketing Management--An Imaginative Approach by
F. Charvat and W. Whitman (Simmons-Boardman,
1964).

The course relies heavily on case studies to illustrate problems and to provide an opportunity for solving marketing problems in a practical environment. Students are required to prepare six to eight written analyses of case studies.

The two instructors for this course have Master's degrees in Business Administration from Harvard University. One has had experience as a marketing manager with one of the major automobile companies, and the other as a departmental manager in a large department store chain.

The University of Melbourne is one of three universities in Australia to have introduced in recent years postgraduate courses in business administration, the other two being the University of New South Wales and the University of Adelaide. The three new schools of business administration have initially been placed within the jurisdiction of Faculties of Commerce or of Economics. Marketing is taught as part of the M.B.A. curriculum at Melbourne in its new Department of Commerce and Business Administration.

All M.B.A. candidates are required to undertake the basic course entitled Marketing Management. The course requires 52 hours of class work; and, in addition, students are required to prepare several written analyses of case studies. The course relies heavily on American (mainly Harvard) and Australian case studies as the teaching medium. In addition, M.B.A. candidates who wish to pursue further study in marketing may undertake two further courses, each requiring approximatley 52 hours of class work--Marketing Theory Seminar and Integrated Marketing Strategy. In the Marketing Theory Seminar students discuss marketing theory in its various aspects (e.g., buyer behavior theory, price theory, etc.) and evaluate the utility of these theories in decision making situations. Integrated Marketing Strategy has the following syllabus: field investigation of a selected industry and of a specific company with that industry, analysis of strengths and weaknesses of the industry and the firms, identification of marketing problems and opportunities, and development of an appropriate marketing strategy. Students work in small teams and at the end of the course submit a written report.

The three marketing courses in the M.B.A. program are taught by the same instructors who teach the undergraduate course in marketing.

The University of Adelaide

At the University of Adelaide no course specifically called "Marketing" is offered, not even in the Faculty of Economics. Where the concept is introduced, it is regarded as part of accounting analysis, business statistics, and decision making. At Adelaide these latter subjects are a required part of a recently introduced postgraduate Master's degree program in Business Management, which runs for one year on a full-time basis, or two years on a part-time basis.

University of Tasmania

At the University of Tasmania, no course in marketing is offered.

University of Western Australia

In the last few years at the University of Western Australia, economists have made a gesture toward marketing by briefly discussing it in a course entitled Economic Organization and Business Administration. The following topics are included: marketing tactics and strategy, product design, packaging and pricing problems, and the economics of supermarkets. Texts used are *Marketing Behavior and Executive Action* by Wroe Alderson, *Competition and Price Marketing in Food Retailing* by R. Cassidy, and *Marketing--Its Role in Increasing Productivity* by J. C. Abbott. The course is optional in the Bachelor of Commerce curriculum and consists of four lectures and three seminars which occupy approximately ten hours per week of the student's class time. Normally, about eight students enroll in this course. The professor in charge says of marketing: " . . . the topic is also frequently mentioned under other readings, for example, monopolistic competition, demand analysis, business finance, and specific industry studies." To a certain extent, these words indicate Australian economists' attitude toward marketing.

University of New South Wales

At the University of New South Wales in the School of Accounting, an undergraduate school, a one-year,60-hour optional course in marketing is offered. This subject counts toward the Bachelor's degree in Commerce, with a major in Accounting. On the average, about 55 students enroll for the course each year. Taught by a visiting lecturer who had been a practicing advertising manager, the course is strongly oriented toward advertising. It places little or no stress on behavioral aspects of the marketing situation, quantitative methods, mathematics and statistics as tools of analysis, and economic theory. Since this university has just recently (1964) appointed Australia's first marketing professor (to the Graduate School of Business Administration), the future of the course is uncertain.

At the undergraduate level in Australian Faculties of Commerce or Economics, it is unusual to find subjects with business administration orientation and, specifically, marketing. Only at the Universities of Melbourne and New South Wales have business subjects, such as marketing, production, and industrial administration, been in existence for a number of years.

In the recently established Graduate School of Business Administration at the University of New South Wales, a seminar in marketing policy is now offered. The course is compulsory and extends through 20 hours in the second year of the course. The program is strongly case-oriented, and instructors are Australians who have completed a master's or doctoral program in business administration at Harvard or Stanford. With the appointment of a marketing professor, it was proposed that the marketing curriculum be substantially increased in 1965 and future graduate programs.

In the School of Economics the marketing function is treated as an integral part of the economic theory of distribution and is touched upon in a number of economics courses, but the treatment can scarcely be regarded as a course or part course in marketing. Indeed, this is the situation in most Australian university schools or departments of economics. Some Australian senior teachers of economics would deny that marketing, especially at the university level, is a discipline in its own right. They see it as an incidental part of the general corpus of economic distribution theory or of demand analysis.

Australian National University

There are no courses in marketing, per se, taught at this university, the emphasis in economics being placed on theory and econometrics.

University of New England

The only section of the University of New England in which marketing is at all stressed is in the Faculty of

Agricultural Economics. This field is a well established academic discipline in a number of Australian universities; and the courses, or parts thereof, are directed toward the theoretical, applied, and institutional aspects of agricultural marketing. Nevertheless, what agricultural economists call marketing is often far removed from the modern business school's concept.

The agricultural economist in Australia normally approaches marketing from the standpoint of economic theory. More often than not, he is concerned with commodity marketing, price support schemes, and government intervention. These are areas of continuing interest in Australia, a country whose economy is much given to organized agricultural marketing. The course in agricultural marketing at New England is composed of 40 lectures given throughout 13 weeks of the year. It is part of a Bachelor's degree course in the Faculty of Agricultural Economics and is given in the final year. Since the course is optional, only about 12 students take it each year.

Monash University

Monash University in Victoria offers a course in marketing to final-year undergraduates in the Economics Department. As at Melbourne University, a total of 60 hours of lectures and case-study discussions is required, plus additional tutorials. The University will introduce an M.B.A. course in 1967. Marketing will be one of the options in the second year of this course.

Summary

In the past three years several universities in Australia have introduced marketing as a major subject in their undergraduate or graduate courses. The two largest of these have the services of American-educated marketing instructors. The Department of Commerce and Business Administration at the University of Melbourne has engaged Harvard Business School graduates, and the Graduate School of Business Administration at the University of New South Wales has acquired a senior American educator as Australia's first professor of marketing. Although several instructors in agricultural economics and agricultural marketing have American Ph.D.'s, these were not obtained in the marketing discipline. It is not altogether surprising, therefore, that marketing education in Australian universities has been neglected. Only during the last two years has a serious beginning been made and work undertaken to fill the gap; and, other than at Melbourne and New South Wales, it will be a few years before much progress in either more effective teaching or research can be reported.

University Summer Schools

Three Australian universities now run summer schools in business administration. In order of establishment, they are the University of Melbourne, the University of New South Wales, and the University of Adelaide. The summer school at Melbourne has existed ten years; the University of New South Wales', four years; and Adelaide's, three years. All three courses are noncredit in that students do not receive any kind of degree. At Melbourne and New South Wales courses are residential; run six and four weeks, respectively; and resemble the integrated, intensive, residential college-sponsored programs in business administration widely available for executives in the United States. In these courses some attention is paid to the teaching of marketing policy, the most popular means of exposition being the marketing case study with Harvard case work as the model. Students, having been exposed to the main concepts of behavioral science, organization theory, financial and accounting management, marketing, and operational research, are required to apply these tools to marketing situations.

These courses are essentially practical and aim to apprise the practicing manager of modern marketing concepts. Instructors are either practitioners or academicians with American experience in marketing education and research.

Non-University Institutes

Australian Administrative Staff College, and Australian Institute of Management

Beyond the university perimeter, two other privately financed educational organizations in Australia make a real contribution to marketing education. These bodies are the Australian Administrative Staff College and the Australian Institute of Management, both financed almost exclusively by business. Australian state governments make no direct financial contribution to the work other than ordinary course sponsorship of selected government personnel.

In the executive educational program at the Staff College some attention is given marketing; but since the students are practicing managers, subject matter is essentially practical and without much academic depth. Marketing courses given are also of very short duration.

The Australian Institute of Management offers a number of courses, many spread over several months, to which such titles as Salesmanship, Marketing, Advertising, and Product Development are attached. Large numbers of businessmen from the lower and middle echelons enroll, fees usually being paid by their employers. Some of these courses are good and provide real background; but, without exception, all of them lack academic rigor and concentrate on vocational issues in marketing. In a word, they are essentially "how-to-do-it" courses rather than "why-to-do-it." Instructors are drawn from the ranks of practicing managers.

Neither the Staff College nor the Institute of Management bestows degrees upon their "graduates," nor give terminal examinations.

Market Research Society of Australia

Australia has no equivalent to the American Marketing Association. Indeed, until recently the word "marketing" was seldom used outside of agriculture, with industry and commerce preferring the words "salesmanship" and "selling." Only since the war have boards of directors, general managers, and other senior businessmen begun to use the word and to see in it more than the time-honored practice of learning on-the-job selling. As a consequence, more and more firms are looking for educational programs calculated to improve the efficiency of their marketing personnel and to raise the status of the marketing function, as well as the caliber of instructors.

One manifestation of these changing attitudes has been the establishment, by a few dedicated businessmen, of the

Australian Market Research Society, with chapters in Victoria, New South Wales, and South Australia. Its sponsors have been executives concerned with one or another aspect of the marketing function, either in industrial firms, advertising agencies, or business consulting firms. Through its state branches this organization sponsors lecture programs, some extending over several months, in such areas as motivational research, consumer behavior, and forecasting. Applied psychologists, both in business and in some of the larger university schools of applied psychology, are playing a part in its educational program, as too are economists and statisticians.

Eighty percent of the Society's 500 members are university graduates, and it is probably true to say that the Society has played an important role in promoting the concept of more sophisticated research-based and systematically planned marketing in Australia.

Institute of Sales and Marketing Executives

The Institute of Sales and Marketing Executives, a long-established private body, conducts examinations and offers a diploma upon successful completion of the course. However, the Institute itself does not have a teaching program; students undertaking the course must do so either by private study, through coaching colleges, or technical colleges. The Institute of Sales and Marketing Executives, which recently added the word "Marketing" to its title, was founded in the 1930's and is designed for men and women in business who are seeking some formal training, as well as status in salesmanship. The syllabus is strictly vocational and reflects earlier ideas about the selling and marketing functions. Open to anyone who can pay the fees, the course has no official educational standing, although possession of the diploma no doubt assists individuals seeking new positions or promotion. Subjects studied include commercial law, accounting principles, principles and practice of salesmanship, economics of commerce, and economic geography.

Institute of Business Administration

While the Institute of Sales and Marketing Executives and the Market Research Society of Australia are reasonably well known to Australian executives, the newly established Institute of Business Administration (1963) is relatively unknown. It claims to be Australia-wide and to provide in its courses "an education in the principles and practices of business administration and to grant certificates to members who pass its examinations." As part of its program of study for the certificate, a subject entitled "Marketing," followed by an examination, is required. The syllabus lists economic background in marketing, limitations, aids, market research, sales policy, organization of sales department, sales budgets, distribution costs, relation of stock-turn to distribution costs, speeding up stock-turn, recruitment selection, and training of salesmen, dealer, and dealer relationships.

While not itself providing instruction in either marketing or other business subjects, this Institute appears to have an arrangement with another organization called International Correspondence Schools (Aus.) Pty. Ltd., which offers the instruction. This latter organization also provides courses for those taking the Institute of Sales and Marketing Executives courses.

Admission to the Institute of Business Administration ". . .is open to all who are engaged in, or have an interest in, the general field of administration." There is no minimum educational qualification.

The creation of these bodies is possibly an attempt to provide some kind of framework for training for the mass of men and women who, while seeking careers in business, lack the basic educational requirements which would admit them to university degree or technical college diploma courses.

Australian Institute of Export

Of a similar nature is the Australian Institute of Export, with chapters in Victoria and New South Wales. After an examination, the Institute also offers a diploma in export to students successfully completing two years of part-time study in a number of areas, one of which is marketing.

Possible weaknesses of these privately sponsored training programs in marketing are the lack of academic training in marketing on the part of the instructors and the absence of uniform educational standards for participants.

Technical Colleges

As in Australian universities at the present time, the technical colleges offer a number of courses in modern marketing. While the standard varies, the work is done remarkably well at the higher levels of the better schools. Some of these courses are discussed below.

Sydney Technical College and Its Equivalent in other Towns in New South Wales

In the third and fifth years of the five-year diploma course in management at the Sydney Technical College, a subject called Marketing Management is taken by all students. In the lower level and more abbreviated management certificate course, Marketing Management is also given. A minimum of 45 weeks of lectures is required for the diploma student; and a minimum of 30 weeks, for the certificate student. The syllabus includes marketing functions and policies, market analysis, sales promotion, sales organization, and statistical techniques. None of the instructors has a university degree or academic qualifications in marketing; all, however, are described as having experience in this field. Approximately 350 students take these courses each year, the vast majority at the lower or certificate level.

The Gordon Institute of Technology, Geelong, Victoria

At this technical institute a four-term subject called Sales and Marketing is given in the third year of the commerce diploma course. The syllabus embraces budgetary control, markets and marketing methods, and is very largely geared to the needs of students working for the diploma of the Institute of Sales and Marketing Executives, previously described. About 15 students take the course each year, with examinations being prepared by the Institute of Sales and Marketing Executives.

Footscray Technical College, Victoria

Here, Marketing Management is given as part of the management certificate course of the Management Department. The curriculum includes topics such as marketing functions and organization, channels of distribution, marketing research, consumer surveys, and advertising research. It runs for one year and is compulsory for all students entered for the management certificate. As is usual in such courses, the instructors do not have academic qualification; but great stress is placed on their practical experience.

Perth Technical College, Western Australia

At the Perth Technical College in Western Australia two associated courses are offered: Sales Management and Advanced Sales Management. They are part of the curricula leading both to the diploma and the certificate in management awarded by the Department of Management Science. The subjects are compulsory in the certificate course, but optional in the diploma course. Syllabus includes statistics, marketing policies, channels of distribution, marketing research, industrial design, packaging, and case studies, and appears to be somewhat ahead of equivalent courses in the technical colleges so far mentioned. About 30 students take the course each year.

The Royal Melbourne Institute of Technology, Melbourne, Victoria

At the Royal Melbourne Institute of Technology marketing is offered in two areas of the general curriculum: in the School of Management's management certificate course as a one-year optional subject entitled Marketing Management, and in the higher level management diploma course as a one-year required subject called Marketing Administration. The syllabus for Stage III Marketing Management of the management certificate course includes marketing research, growth trends, consumer survey and advertising research, product planning and development, packaging design and development, pricing policies, advertising and sales promotion, selection, training and managing salesmen, sales forecasting and budgeting, marketing expenses and their control, marketing aspects of public relations, marketing methods, studies and case histories, marketing functions and organization, and channels of distribution. Textbook used is Principles of Marketing by Tousley et al., (Macmillan Co., New York).

The syllabus for the subject Marketing Administration in Stage III of the diplima course is marketing in administration, marketing functions and organization, economic and social factors affecting consumption and policy formation, consumer behavior and motivation, marketing research, product planning and development, marketing strategy, trade risks, overseas trade and exporting, pricing policies, channels of distribution, advertising and sales promotion, planning appropriations, media, scheduling, agencies and measuring their effectiveness, packaging displays, demonstrations, after-sales service, governmental marketing agencies, sales forecasting and budgeting, marketing expenses and control, remunerating and managing salesmen, promotional credit, debt discounting and factoring, warehousing, physical distribution, and marketing aspects of public relations. Textbooks are Principles of Marketing by Tousley et al., and Marketing for Profit by Leonard Hardy (Longmans, Green and Co.).

About 25 students per year complete each of the two courses. In both cases instruction is given one evening per week throughout the teaching year, and instruction is provided by visiting "specialists" on a panel system. Each panel attends to its particular area of expertise; for example, managers of advertising agencies teach advertising, and industrial market research managers teach market research.

In addition to these two, Royal Melbourne provides two other certificate courses specifically concerned with the marketing and advertising functions: Marketing Administration[2] and Advertising. Admission to the former is gained by either a degree or diploma or an accounting qualification or, alternatively, five years' practical experience. The course runs for four years and the syllabus is briefly as follows: Stage I, Economic Background for Management, Statistical Method I and II, Marketing Part I; Stage II, principles of management, psychology for marketing, marketing part II; Stage III, legal aspects of management, marketing finance, marketing part III; Stage IV, economic geography, marketing and society, marketing thesis.

The advertising course, extending through three years, embraces the following broad areas of study: market research, product research and development, packaging research, distribution, pricing policy, sales policy, sales training, campaign planning including media research, advertising creation, test marketing, advertisement testing, and consumer research. About 100 students take this course each year, with instruction being provided largely by visiting practitioners in the various areas.

It would appear that at the technical college level Royal Melbourne leads the Australian field in marketing and advertising education. This Institute has developed, it seems, both the most comprehensive and intensive offerings in marketing and related subjects. If the capabilities and qualifications of the panels of outside instructors could be determined, as well as the general educational level of the students, it might be safe to assume that Royal Melbourne has advanced farthest in the effective teaching of marketing in Australia.

Consulting Firms

This leaves the private business and management consulting firms, the largest of which are P. A. Management Consultants Pty. Ltd. and W. D. Scott and Co. Pty. Ltd. These and other companies run special marketing courses from time to time for the benefit of their clients' employees. Those provided by P. A. Management Consultants Pty. Ltd. are typical in that ground covered includes the marketing function, marketing strategy, market research, product development, sales organization, distribution, promotion and the financial aspects of marketing. The course runs for 15 weeks twice a year, and those attending are required to take written examinations. Instruction is provided by P. A.'s own senior consulting staff, all of whom have university degrees combined with practical experience.

General Comments

It is clear that the major responsibility for teaching introductory marketing presently lies with the technical colleges and a number of privately owned and manned institutes, especially through their schools of management. These have taken on the task of management education in general and marketing education in particular, which the universities until very recently have eschewed. And this they have done on a shoestring, in both the budgetary and staffing sense. Needless to say, so far as research into marketing problems is concerned and publications arising therefrom, there is as yet little to report.

And in spite of the enthusiasm and energy of these educational bodies, marketing education will not develop in depth, acceptance, or value until the universities fully accept it as a discipline and take the lead in its further development. That there has hitherto been reluctance in Australia to do this may stem partly from the long-entrenched academic position of economic theory. This has created reluctance on the part of commerce faculties and allied university departments to countenance marketing as a discipline in its own right, a reluctance which has not been diminished by the discipline's distinctly American origin and flavor. After all, British universities, the source of many an Australian social scientist, have for long given the cold shoulder to business administration in general and marketing in particular.

Fortunately, though, this attitude now appears to be changing, not only in Australia, but also in Britain. With the establishment of a number of marketing courses, both at college and university level, it appears that a new era in Australian marketing education might well be ahead.

APPENDIX

According to estimates prepared by interested members of the Market Research Society, Australia's 800 largest companies employ some 40,000 managers. Of this number between 8,000 and 9,000 deal directly with marketing. The number of senior executives in the country's 250 advertising agencies is more than 1,000. In addition, there are some 500 management consultants and nearly 500 commercial researchers.

Of the approximately 10,000 executives directly concerned with marketing,less than ten percent are known to have degrees from universities or major institutes of technology. Nearly 2,000 of these, however, have completed the three-year,part-time course provided by the Institute of Sales and Marketing Executives and over 90 percent possess some planned training in sales, merchandising or marketing management. Many others have received individual training in various phases of marketing from management consultants.

It is important to realize that the number of business consultants in Australia, excluding those employed in the management services of accounting firms and finance companies, is 40 per million of population--a proportion exceeded only in the United States and Canada and roughly the same as that quoted for the United Kingdom.

This is mentioned because in Australia, where large scale industrialization did not start until 50 years ago, both the modern management practices and the integrated marketing concept were first pioneered by consultants, affiliates of overseas companies and so-called "semiprofessional" organizations, like the Australian Institute of Management, the Institute of Sales and Marketing Executives and, more recently, the Market Research and Operations Research Societies. All these organizations were strongly influenced by U. S. experience, and the instructors used American texts and cases extensively in the training of the various aspects of marketing.

The marketing training provided by the local affiliates of overseas companies has been of immense importance. Kelvinator, the National Cash Register Company, Heinz, Unilever, and many others found it relatively easy to modify their American or British training programs to Australian conditions. As a result, a high proportion of the country's top marketing men gained their formal marketing training with such "overseas firms."

Quoting some of the historical business dates may throw some light on the evolution of the "marketing takeoff" in a young, vigorously developing economy.

1915:	The first major heavy industrial plant was established.
1920-1930:	Tariffs and other government support encouraged major overseas manufacturers to set up plants and marketing organizations. A number of companies started training in selling and market planning. The steel industry introduced a scheme allowing one day off a week for people working for part-time degrees.
1930's:	The National Cash Register Sales and Merchandising courses became well known. A number of Australian companies began sending their staff to N. C. R.'s merchandising courses in the United States

and to management courses at major American business schools.

The Institute of Sales Management introduced its first training courses in salesmanship, merchandising, and sales planning.

Major management consulting firms established systematic training courses in sales planning and sales management for client companies.

1940-1945: The Institute of Industrial Management was formed in South Australia, under the chairmanship of Mr. William Queale, Kelvinator's Chief Executive.

Several institutes of technology and technical colleges introduced management courses covering finance, production, and the basic elements of marketing.

1949-1956: The Australian Institute of Management organized in all state capitals a number of courses in sales, sales training, and advertising.

Melbourne University's Summer School for Business Executives was established.

The Market Research Society started with ten members.

1956-1961: The Australian Administrative Staff College and the University of New South Wales' Institute of Administration commenced courses for advanced management training.

Well over 100 companies and advertising agencies established separate commercial planning and market research departments.

The number of university graduates joining marketing companies, consulting firms, market research service bureaus, and advertising agencies increased tenfold in ten years from an estimated 50-60 a year in 1945-50 to over 400 per annum in 1955-60.

The Australian Institute of Management, the Market Research Society and the Institute of Sales and Marketing Executives started to press for the establishment of university graduate courses in business administration and marketing.

1962-1963: The first postgraduate courses in business administration were introduced at three universities and in a number of institutes of technology.
The Australian Institute of Management's N. S. W. Division introduced (1) "skill courses" for executive-trainees with evening lectures lasting eight months, (2) functional courses in marketing, retail trade, etc., for young managers, and (3) a four-week residental management program given by visiting faculty members from Stanford University (U. S. A.) for potential general managers.

1964-present: Institutes of Technology offered a number of diploma courses in business administration and marketing administration.
The first local M.B.A.'s appear. There is a serious temporary bottleneck in filling the staff needs of expanding business schools. This will not be overcome until larger numbers of graduates become available in two to three years' time.

Major overseas companies have generally found that Australians with the "University Entrance Level Certificate" obtained usually at the age of 17 to 18 are remarkably adaptable, good "training material." Some of the American training managers attribute this to the fact that many Australian schools aim to teach methods of inquiry rather than memorizing of detailed facts.

As for the next decade, it seems certain that demand for training in marketing will remain stronger at the non-university tertiary level than at university level. The majority of those marketing managers to be appointed in the late 1960's will have at least a diploma from an institute of technology, a business college, or from the Institute of Sales and Marketing Executives. Inevitably, the going is becoming increasingly rough without these basic qualifications.

As a result many schools of accounting in the institutes of technology and technical and business colleges have or plan to set up departments of business studies, offering two- three year, full-time or four-to six-year, part-time courses. The pattern of these new courses seems to consist of one-third basic disciplines in humanities and sciences, and two-thirds business subjects with particular reference to elective functional studies such as production, finance, and marketing.

Regarding university education for business careers, many Australian business leaders believe that students at the undergraduate level are best trained for future managerial posts if working towards the traditional degree courses in engineering, accounting, economics, science, and the liberal arts. It is claimed that good quality graduates can acquire the necessary management skills with extension courses and in-company training schemes. The latter are often designed and carried out by consultants or the staff of university schools of business administration. The four to 16 weeks' residential courses offered by a number of universities in Australia, the United States, and Britain remain popular, too.

As for the tertiary education in marketing, Australian universities may not wish to develop the same kind of graduate marketing courses provided by many American universities which train their men for the jobs they will hold on graduation. The value placed on "traditional disciplines," such as accounting, theoretical and applied economics, and psychology, is greater in Australia. It is equally unlikely that local business courses will emulate London in including Aristotelian Logic in the M.B.A. program. Hence, Australian students are less likely to face the same number of discontented years until they reach the top as some of their English counterparts.

II. FOOTNOTES

1. This chapter was prepared by Dr. Neville R. Wills, the University of New South Wales, Kensington, N. S. W., Australia.
2. Leading to a diploma.

III. CANADA [1]

A. GENERAL EDUCATION SYSTEM

Primary and Secondary Schools

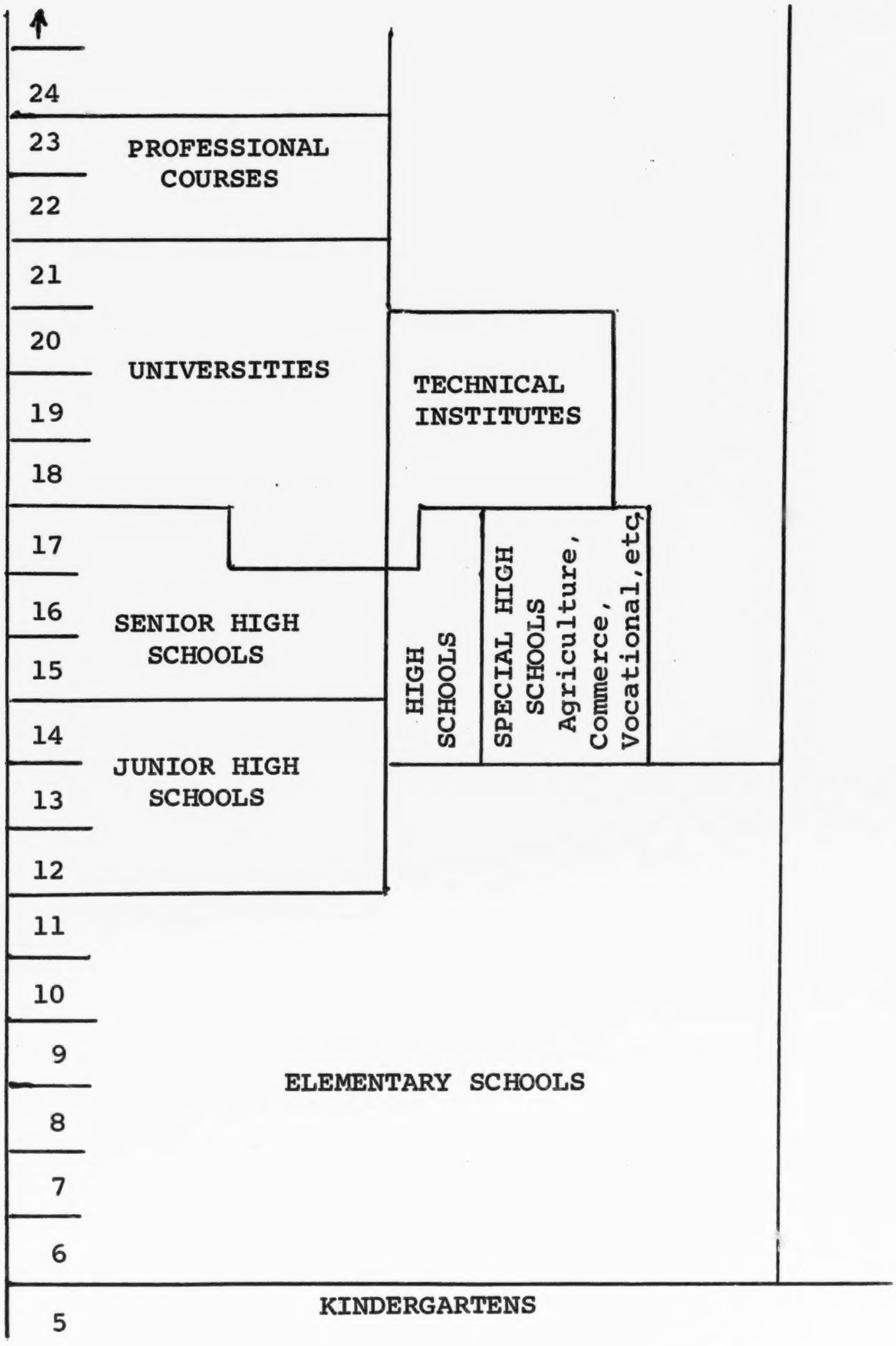
The most unique feature of Canadian education is that there is no educational system as such. According to the provisions of the British North America Act of 1867 (Act of Confederation), maintenance and operation of schools is the responsibility of the individual provinces. Indeed, no federal ministry or department of education exists for coordination purposes. And since the nation is bilingual with two cultural and educational traditions as well, examination of education in Canada becomes further complicated. Therefore, rather than describing each of the individual provincial school systems, an overall summary of both English and French patterns will be presented. (See Tables 1 and 2 for diagrams of both systems.)

Under the English system students usually begin elementary school at six years of age and remain there for eight years. This is followed by four years of secondary education, with students usually reaching the level known as junior matriculation at the age of seventeen or eighteen. A further year of secondary schooling in most provinces leads to senior matriculation standing. For clarification purposes, approximate equivalences of these two levels are shown in the chart below:

TABLE 1

CANADA

Typical English-Language School System in Canada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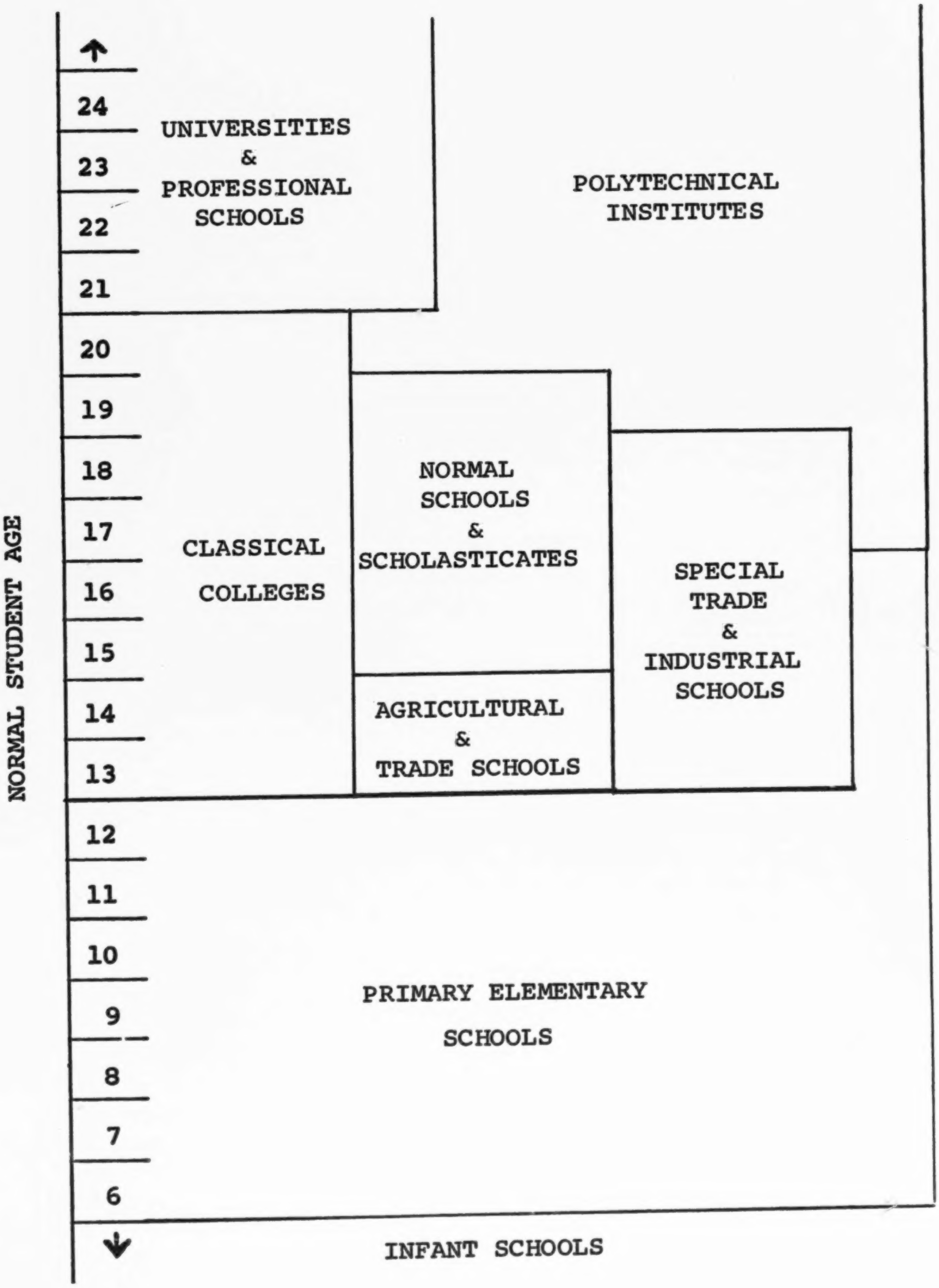
PROFESSIONAL COURSES
UNIVERSITIES
TECHNICAL INSTITUTES
SENIOR HIGH SCHOOLS
HIGH SCHOOLS
SPECIAL HIGH SCHOOLS Agriculture, Commerce, Vocational, etc.
JUNIOR HIGH SCHOOLS
ELEMENTARY SCHOOLS
KINDERGARTENS

TABLE 2

CANADA

French-Language School System in Quebec


NORMAL STUDENT AGE
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UNIVERSITIES & PROFESSIONAL SCHOOLS
POLYTECHNICAL INSTITUTES
CLASSICAL COLLEGES
NORMAL SCHOOLS & SCHOLASTICATES
AGRICULTURAL & TRADE SCHOOLS
SPECIAL TRADE & INDUSTRIAL SCHOOLS
PRIMARY ELEMENTARY SCHOOLS
INFANT SCHOOLS

Canada	England	United States
Junior Matriculation	G.C.E. "O" Level	High School Diploma
Senior Matriculation	G.C.E. "A" Level	First Year of College

The French pattern of education (found mostly in the Province of Quebec) differs from the English in the following three respects:

1. Language: French is, of course, the language of instruction.
2. Curriculum: aside from following a more classical orientation than the English system, the most important difference is the larger percentage of time devoted to Roman Catholic religious instruction.
3. Organization: after completing six or seven years of elementary education, a student enrolls in one of three types of programs:
   a. a two-year agricultural or trade school.
   b. a two-year program known as "complementary classes," similar to the English system's junior high school but with a narrower curriculum scope. Upon finishing this program, the student may enter either a "superior class," a normal school (teacher training institution), or a special trade school.
   c. an eight-year *collège classique* (under the auspices of the Roman Catholic Church), which combines high school and first-year university programs into an integrated whole. The program leads to the *baccalauréat* exam, which qualifies for entrance into higher education. Each *college* is affiliated with a university, which confers the *baccalauréat*. There are 41 *colleges classiques* for boys, and 17 for girls.

Universities[2]

As with elementary and secondary education in Canada, universities and other institutions of higher learning have been modeled after both the English and French traditions. Until 1763 Canada was a French colony, and the first institutions of higher learning were established by the Roman Catholic Church. After 1763 the Anglican Church took the lead in providing higher education, while Baptist, Methodist, and Presbyterian Churches also established colleges. The first nondenominational institution was founded only as of 1821--McGill University in Montreal. As a result of the strong influence of the church in higher education, it was not until the middle of the ninteenth century that college curricula permitted instruction in areas other than the arts and theology.

Following confederation in 1867, efforts were made to consolidate existing institutions and to establish monopolistic, degree-granting, provincial universities. State-controlled universities were founded at Toronto and New Brunswick in 1850 and 1859, respectively; and by 1915 each of the western provinces had a state-controlled university. It must be realized that large universities with numerous faculties which provide for graduate study in various fields are a comparatively recent phenomenon in Canada.

Depending on both province and university, admission requirements vary. Some provinces (such as Saskatchewan and Alberta) and certain universities (such as most of those in Ontario) require senior matriculation standing for entrance.

Students with junior matriculation standing may enter other universities. The Bachelor of Arts degree usually requires three years of study after senior matriculation and four years after junior matriculation, depending upon the institution's entrance requirements. An honors bachelor's degree usually requires five years, and a master's degree can usually be obtained one year after an honors degree (or two years after a pass degree). A doctorate requires at least two years' further study after a master's degree.

The French-language universities mainly follow the pattern of higher education in France. (Canada is unique in that it is the only country within the British Commonwealth which has universities patterned after non-British traditions.)

Courses leading to the Baccalauréat des Arts (Bachelor of Arts) degree are usually offered in the collèges classiques, each of which is affiliated with one of the major French-language universities. The degree, a general one, is conferred by the parent university, which also exercises control over the program. This consists of eight years' study, the first four being on a secondary level and the second four at university level. Those students wishing to obtain a bachelor's degree in a specialization, such as engineering, commerce, science, education, physical education, etc., may enter courses directly from secondary school.

To obtain a master's degree (licence or maîtrise), two years' study beyond the bachelor degree are required. Students must follow certain lectures and usually prepare a written thesis. The doctorate normally requires at least two years beyond the master's degree and includes formal class work, lectures, seminars, and written exams, as well as a published and publicly defended thesis.

As there is no federal ministry of education, national planning for higher education has been handicapped; and several problems facing Canadian universities today have not been solved. First and foremost among these is the pressure on facilities caused by increased enrollment. This situation, faced also by many nations, has been caused not only by the baby-boom after World War II, but also by increased postwar immigration and by greater numbers of students enrolling in both undergraduate and graduate programs.[3] Although the federal government provides about 20 percent of the operating income of Canadian universities (largely through per capita grants to the provinces), the trend is toward further provincial responsibility for their maintenance. "...the federal government's opportunity to influence the course of higher education was being lessened by further devolution of taxing powers to the provinces...."[4] However, one way the provinces are attempting to meet their problems is by creating a number of two-year institutes of post-secondary education similar to the junior colleges found in the United States.

In conclusion, it should be noted that graduate studies in Canada have been seriously limited by Canada's reliance on the extensive graduate facilities in the United States. Prior to World War II "there were no graduate study programs in Canada of any great consequence outside the universities of Toronto and McGill."[5] However, progress in establishing graduate programs has been made in the last decade (especially in commerce and business administration), and the present ratio of undergraduate degrees to graduate degrees (7:1) now compares favorably with that of other countries.

B. BUSINESS EDUCATION

Universities

As in the United Kingdom, but to a lesser degree, Canadian universities have been somewhat reluctant to recognize the academic respectability of business education per se. The first course in "commerce" was, however, offered by the University of Toronto in 1901 and ended with a diploma. The first university to grant a degree in commerce was Quebec in 1920, when eight students were awarded a bachelor's degree in this field. Soon thereafter other universities followed; and thus in 1926, 76 degrees had been conferred; in 1936, 202; and in 1964, about 1,200 (Table 3 and 4). The Bachelor of Commerce degrees conferred, however, represent only approximately five percent of total first degrees granted by Canadian universities.

Table 5 shows that virtually all major universities in Canada today offer a business education program, but course requirements for a degree may vary considerably from university to university.

Within the last four years, four graduate business schools have been added to the six previously existing; and the first

TABLE 3

STATISTICS ON ENROLLMENT AND DEGREES AWARDED IN CANADIAN UNIVERSITIES

	1962-63	1963-64
Total university enrollment	141,388	158,270
Total first degrees awarded	25,221	25,000+
Enrollment in Commerce and Business Adm.	7,655	8,645
First degrees awarded in Com. & Bus. Adm.	1,102[a]	1,186[b]

a) for 1961-62

b) for 1962-63

Source: Canadian Universities and Colleges, Reference Paper No. 106. Ottawa: Department of External Affairs, 1964, p. 9-10.

TABLE 4

TOTAL STATISTICS FOR ALL FACULTIES OF COMMERCE IN CANADIAN UNIVERSITIES

School Year Ending	Enrollment of Full-time Undergraduate Students	B.Comm. or Equivalent Awarded
1921	372	12
1926	580	73
1931	883	169
1936	786	202
1941	1,190	263
1946	3,367	338
1947	4,735	668
1948	5,178	1,127
1955	N. A.	697
1956	N. A.	733
1957	4,422	N. A.
1958	4,856	N. A.
1959	4,994	1,007
1960	N. A.	N. A.
1961	6,323	1,110
1962	7,069	1,102
1963	7,655	1,186
1964	8,645	N. A.

Sources: For figures for year 1921 through 1948: Canada. Bureau of Statistics. Education Division. Survey of Higher Education: 1946-48, Ottawa, 1950, p. 49 and p. 56.

For figures after 1948: Adapted from various issues of the Commonwealth Universities Yearbook.

TABLE 5

STATISTICS OF SELECTED DEPARTMENTS OF CANADIAN UNIVERSITIES*

University	Department	1963 Teaching Staff	Student Numbers 1962-63
Acadia	Commerce	3	129
Alberta	Commerce	17	491
Bishop's	Business Admin.	3	34
British Columbia	School of Comm. & Bus. Adm.	41	616
Carleton	N. A. (Faculty of Arts)	n. a.	142
Dalhousie	Commerce	6	n. a.
Laval	Commerce	49	1,183
McGill	Commerce	7	n. a.
McMaster	N. A. (Faculty of Arts)	6	n. a.
Manitoba	Bus. Adm. & Finance	8	197
Memorial	Commerce	4	n. a.
Moncton	Commerce	n. a.	144
Montreal	School of Higher Com.Studies	80	934
Mt. Allison	Commerce	4	n. a.
New Brunswick	Business Administration	4	170
Ottawa	Business Administration	2**	354
Queen's	School of Business	11	128
St. Dunstan's	Commerce	2	42
St. Francis Xavier	Commerce	4	214
St. Mary's	Business Administration	1	197
Saskatchewan	Accounting & Commerce	14	501
Sherbrooke	Business Administration	3	262
Sir George Williams	School of Business	39	1,970
Toronto	School of Business	26	n. a.
Western Ontario	School of Business Adm.	20	130
Windsor	Business Administration	8	n. a.

TABLE 5 (CONTINUED)

STATISTICS OF SELECTED DEPARTMENTS
OF CANADIAN UNIVERSITIES*

University	Commerce Degrees Awarded 1961-62**	Commerce Degrees Awarded 1962-63
Acadia	7	16
Alberta	22	31
Bishop's	n.a.	n.a.
British Columbia	110	151 + 2 (M.B.A.)
Carlton	19	26
Dalhousie	15	29
Laval	160 + 138 M.Sc.Com.	159 + 201 M.Sc.Com.
McGill	55	72
McMaster	5	4 + 5 (M.B.A.)
Manitoba	30	40
Memorial	3	3
Moncton	20 B.Sc.Com	3 M.Sc.Com (n.a. on B.Com.)
Montreal	73 B.Sc.Com. + 34 L.Sc.Com.	49 B.Sc.Com. + 46 L.Sc.Com.
Mt. Allison	10	16
New Brunswick	18 B.B.A.	n.a.
Ottawa	84	87
Queen's	13	24 + 18 (M.B.A.)
St. Dunstan's	7	4
St. Francis Xavier	40	28
St. Mary's	23	18
Saskatchewan	43	67
Sherbrooke	15 + 27 M.Com.	4 + 28 (M.Com.)
Sir George Williams	150	162
Toronto	56 B.Com. + 65 M.B.A.	57 B.Com. + 34 M.B.A.
Western Ontario	59 B.A. (Bus.Adm.) + 81 M.B.A.	65 B.A. (Bus. Adm.) + 98 M.B.A.
Windsor	14	14 + 3 M.B.A.

*Adapted from: Commonwealth Universities Yearbook, 1964, London: Association of Commonwealth Universities

**(8 in econ.)

***These are B.Comm. unless otherwise noted.

doctoral program has been initiated. Some coordination of ideas between universities is provided by the Canadian Association of Schools of Business Administration.

The ratio between undergraduate and graduate degrees in business programs is roughly three to one (compared with seven to one) for all degrees awarded in Canada.

Management Development Programs

Several hundred evening courses are organized annually by all the universities and the nine institutes of technology. Some of these are undertaken in conjunction with trade associations. Two problems faced by these Canadian management schools are 1) American teaching materials are used while Canadian business practices differ greatly, and 2) patterns of management differ between the English- and French-speaking companies.

C. MARKETING EDUCATION

As for marketing as a subject area within business programs, of the 25 universities returning completed questionnaires (26 were sent out), four stated that marketing was not included (at all) in their programs. For the remaining 21, data are summarized in Tables 6, 7, and 8.

It is interesting to note that in 1962-63 eleven of these 21 universities offered only one marketing course (basic) in their total undergraduate day school program. Another four offered two courses each; and the rest, 5, 5, 6, 7, 8, and 13, respectively. In other words, a comprehensive

TABLE 6

ENROLLMENT STATISTICS AND TRENDS, UNIVERSITY MARKETING COURSES--DAY UNDERGRADUATE LEVEL

	1959-60			1962-63			Estimated Percentage Change in Enrollment by 1966-1967			
ORIENTATION OF COURSE	No. of Courses Offered	No. of Univs.	No. of Students Enrolled	No. of Courses Offered	No. of Univ.	No. of Students Enrolled	Increase 15%+	Increase 6-15%	Vary ±5%	Decrease 5%+
Introductory	16	16	718	17	17	902	10	6	3	0
Functional	10	4	198	10	5	213	7	2	2	2
Industrial (Institutional)	7	5	170	8	5	173	5	4	2	0
Management	2	2	109	3	3	108	3	1	1	1[1]
Theory	0	0	0	0	0	0	-	-	-	-
Research & Analysis	8	7	109	10	8	197	6	3	1	0
TOTAL	43		1,304	48		1,593	31	16	9	3

---

[1] This reflects the termination after 1965-66 of one course offered at Sir George Williams University.

TABLE 7

ENROLLMENT STATISTICS AND TRENDS, UNIVERSITY MARKETING COURSES--EVENING OR NIGHT SCHOOL

	1959-60			1962-63			Estimated Percentage Change in Enrollment by 1966-67[2]			
ORIENTATION OF COURSE	No. of Courses Offered	No. of Univ.	No. of Students Enrolled	No. of Courses Offered	No. of Univ.	No. of Students Enrolled	Increase 15%+	Increase 6-15%	Vary ±5%	Decrease 5%+
Introductory[1]	5	4	120	7	6	384	2	0	2	0
Functional	3	2	45	3	2	110	2	0	1	0
Industrial (Institutional)	0	0	0	1	1	15	3	-	-	-
Management	4	3	70	4	3	124	0	0	2	1
Theory	0	0	0	1	1	12	-	-	-	-
Research & Analysis	1	1	10	1	1	15	1	0	0	0
TOTAL	13		245	17		660	8	0	5	1

[1] Past enrollments and future forecasts not available for courses given at one university.

[2] Sherbrooke's courses in the Introductory, Industrial, and Theory Classifications are offered every three years and future estimates are unknown.

TABLE 8

ENROLLMENT STATISTICS AND TRENDS,[1] UNIVERSITY MARKETING COURSES--
DAY GRADUATE LEVEL

	1959-60			1962-63			Estimated Percentage Change in Enrollment by 1966-67			
ORIENTATION OF COURSES	No. of Courses Offered	No. of Univ.	No. of Students Enrolled	No. of Courses Offered	No. of Univ.	No. of Students Enrolled	Increase 15%+	Increase 6-15%	Vary ±5%	Decrease 5%+
Introductory	3	3	60	3	3	96	2	1	0	0
Functional	9	3	149	9	3	162	2	5	1	1
Industrial (Institutional)	2	2	21	3	3	27	1	2	0	0
Management	4	4	121	5	5	171	4	1	0	0
Theory	1	1	35	1	1	51	1	0	0	0
Research & Analysis[2]	1	1	17	2	2	32	0	2	0	0
Seminars[3]	3	2	8	3	2	9	2	1	0	0
TOTAL	23		411	26		548	12	12	1	1

[1] McGill graduate marketing programs started in 1963-64, and Windsor instituted marketing graduate studies in 1964-65.

[2] Sherbrooke offered a market research course in 1965-66.

[3] Western Ontario offered two seminars in marketing theory and consumer behavior in 1963-64.

GENERAL NOTES TO TABLES 6, 7, & 8

1. The figures were obtained through a mail survey among Canadian universities.

2. The Functional Classification includes subjects such as sales, advertising, transportation, and purchasing.

3. The Industrial (institutional) Classification includes wholesaling and retailing.

4. The figures shown in the "Estimated Percentage Change in Enrollment by 1966-67" category represent number of courses reported. This is not the same as the category "Number of Courses Offered." Discrepancies are due to the fact that some schools reporting 1962-63 enrollments did not make any future estimates, and some courses in the planning stage in 1962-63 did report future estimates.

5. Note (referring only to Tables 6 and 7): one school, Sir George William University, had planned to start three new courses oriented toward the Industrial classification:

   a. Marketing Institutions and Channels (1965-66)
   b. Merchandising Techniques (1965-66)
   c. Retail Management (1966-67)

marketing program at the undergraduate level is relatively rare and confined to only a few universities. The introductory courses, day and evening, are by far the most popular.

Conclusion

Though the overall figures are too small to indicate any trend in teaching orientation, it may be reasonable to assume that a development parallel to that of the United States will take place. One factor pointing to the probability of such an orientation is the more balanced program offered in the graduate schools.

With respect to estimated future enrollment increases, Tables 6, 7, and 8 indicate much optimism. However, it is still an open question if this enthusiasm will actually generate an increase in the number of courses offered and broaden the scope of the programs.

III. FOOTNOTES

1. Statistical material for this chapter was collected by Dr. David S. R. Leighton, the University of Western Ontario, London, Canada.

2. Much of this section was adapted from: Canadian Universities and Colleges, Reference Paper No. 106, (Ottawa: Department of External Affairs), 1964, p. 13 plus appendices.

3. Although between 1950 and 1960 enrollment in Canadian universities rose by about 50 percent, still only about 15 percent of Canada's college-aged population actually go to college (currently the United States proportion is 42 percent). Source: Time, April 23, 1965, p. 48.

4. University Affairs, Vol. 6, No. 1 (October, 1964), p. 1.

5. Canadian Education Today, Joseph Katz, ed., "The Work at the Universities," N. A. M. MacKenzie, p. 181.

   N. A. M. MacKenzie, "The Work at the Universities," Canadian Education Today, ed. Joseph Katz, p. 181.

IV. DENMARK[1]

A. GENERAL EDUCATION SYSTEM

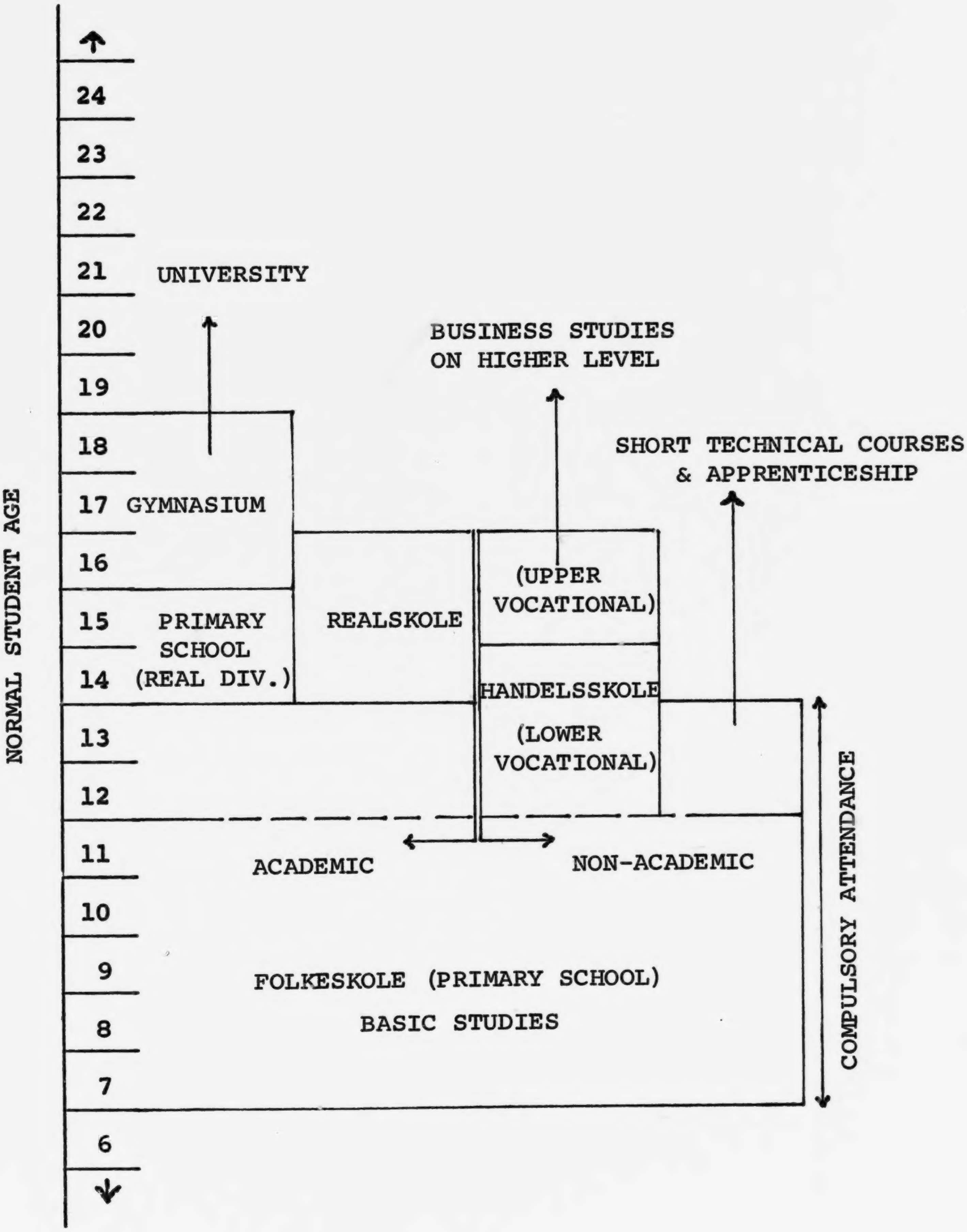
Primary and Secondary Schools

All public education in Denmark, including the universities, is tuition-free and under the supervision of the Ministry of Education. Education between the ages of seven and fourteen is compulsory and is provided in the folkeskole, or primary school. The program for the first five years consists of basic studies, after which pupils are divided into two classes--nonacademic ("A") and academic ("B")--based on their abilities and interests. From the sixth grade instruction is given in at least one foreign language, and in seventh grade, two foreign languages (generally English and German.)

After the compulsory seven years the "A" (nonacademic) class student, wishing to prepare for agricultural, commercial, or vocational training, can either:

1. continue at the primary school for another two years and then take an exam leading to short technical courses to be followed while serving an apprenticeship in his chosen trade, or
2. attend a three-year handelsskole, lower vocational secondary school of commerce, two or three times per week while employed. Having obtained this diploma a two-year course at the højere handelsskole, upper vocational secondary school of commerce, may be followed.

DENMARK


NORMAL STUDENT AGE
24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
UNIVERSITY
BUSINESS STUDIES
ON HIGHER LEVEL
SHORT TECHNICAL COURSES
& APPRENTICESHIP
GYMNASIUM
(UPPER
VOCATIONAL)
PRIMARY
SCHOOL
(REAL DIV.)
REALSKOLE
HANDELSSKOLE
(LOWER
VOCATIONAL)
ACADEMIC
NON-ACADEMIC
FOLKESKOLE (PRIMARY SCHOOL)
BASIC STUDIES
COMPULSORY ATTENDANCE

These studies terminate with the _høiere handelseksamen_, advanced examination in commerce, and may lead to business studies on a higher level.

The "B" (academic) class student, after the compulsory seven-year period, will either 1) continue for two more years in the primary school's _real_ division, provided one exists in his locality and it has adequate room, or otherwise, 2) attend for two years a _realskole_ offering the same program as the _real_ division of the primary school.

At the end of this period and without an entrance exam, the student is qualified to enter a _gymnasium_.

Those who plan to terminate their formal studies or whose work is marginal may continue an additional year in the _realskole_ and be awarded a _realeksamen_, or leaving-diploma. The _gymnasium_, usually leading to the university, is a three-year school of senior high level offering an academic education and terminating the twelve years of study with the _studentereksamen_.

In relation to the nominal total population increase between 1959 and 1964 from around 4,500,000 to 4,800,000, there has been an impressive relative rise in secondary school examination participation as indicated in Table 1. It can also be seen that girls tend to terminate their studies at the end of nine years, while boys are more likely to complete the twelve-year period.

TABLE 1

NUMBER OF STUDENTS GRADUATED WITH REALEKSAMEN AND STUDENTEREKSAMEN IN DENMARK

	Realeksamen (end of 9 years)			Studentereksamen (end of 12 years)		
Year	Boys	Girls	Total	Boys	Girls	Total
1959	6,910	7,687	14,597	2,178	1,653	3,831
1960	7,787	8,787	16,574	2,496	1,947	4,443
1961	8,972	9,912	18,884	3,087	2,368	5,455
1962	10,021	11,091	21,112	3,504	2,824	6,328
1963	11,184	12,727	23,911	3,787	3,143	6,930
1964	10,678	12,998	23,676	4,269	3,538	7,807
1965	11,139	12,611	23,750	4,972	3,986	8,958

Higher Education

Education at a university level in Denmark is offered in the universities and in a series of business and technical colleges. There are presently two universities: University of Copenhagen (founded 1479) and the University of Aarhus (1928), with a third under construction in Odense and a fourth being planned in Jutland. The five faculties of the University of Copenhagen and the University of Aarhus (Theology, Law and Economics, Medicine, Arts, and Science) are generally comparable, but with some variation in the Economics' curricula. In addition, Aarhus maintains a Political Science Faculty.

Admission to a university is granted to those having the studentereksamen, or a foreign equivalent. In certain institutions, however the studentereksamen may be waived and entrance may be gained through a special examination. Such is the case at the Technical Institute of Denmark, the Danish Academy of Engineering, the Royal Dental College, the Royal School of Pharmacy, and the two schools of economics and business administration.

As in other Scandinavian countries, a great deal of freedom and independence is accorded Danish university students; lectures are optional, with only seminar attendance being compulsory. Students having passed the first year's obligatory philosophy examination may take courses in any order and final exams at any time. Average length of university studies is five to seven years, varying according to type of specialization.

B. BUSINESS AND MARKETING EDUCATION

Both of Denmark's two schools of economics and business administration--one in Copenhagen and the other in Aarhus--offer a general business education with specific emphasis on economics. Degrees obtainable at these schools are the following:

1. Den Erhvervsøkonomiske Eksamen. Business Economics (H.A.) (pp. 118-20), comparable to an American Bachelor of Arts and on a three-year schedule. Program covers basic business economics.
2. Diplomprøver. (H.D.) (pp. 121-23), degree obtained after two to four years of part-time study paralleling practical business experience.
3. Den Handelsvidenskabelige Kandidatgrad. (Cand. Merc.) (pp. 123-24), comparable to an American Master of Arts, or M.B.A. on a one and one-half to three-year schedule after the completion of the H. A. study.
4. Den Handelsvidenskabelige Licentiatgrad. (Lic. Merc.), (pp. 123-24), comparable to an American doctorate. The Cand. Merc. is a prerequisite to this degree.

5. In addition, the University of Aarhus offers the Den økonomiske videnskabelige Kandidatgrad (Cand. Oecon) comparable to an American Master of Arts and on a five-year schedule. Courses cover economics with special emphasis on business economics.

Business Economics (H.A.) Study (Den Erhervsøkonomiske Eksamen)

Marketing, though not dominant, plays an integral role in the three-year H.A. course in business education. The entire program covers the following areas:

1. Business Economics, which represents about 40 percent of the total H.A. course and is divided into subjects such as cost and price theory, Marketing, accounting, finance, and business organization. Actual time allotted to the various topics in this field is shown in Table 2, with marketing (including wholesaling, retailing, and seminars) accounting for approximately 160 hours, or 20 percent. Therefore, about eight percent of total H.A. course time deals specifically with marketing subjects. The marketing reading list consists of an equal number of foreign and Danish books, with such standard works as Theory in Marketing by Alderson-Cox, Marketing Management by Howard, Managerial Economics by Dean, and Price Theory or Parameter Theory by Rasmussen, together with Danish studies on subjects such as retailing and sales economy.
2. Political Economy: theory and policy (especially monetary theory), economic cycles, and economic history.
3. Business Policy: business entities and their organization, population breakdown by demographic conditions, labor market conditions, the national budget, with special emphasis on national economic policy and economic relations with foreign countries.

TABLE 2

BUSINESS ECONOMICS--STUDY PLAN[1] (H. A.)

SUBJECT	Number of Hours Per Week 1st sem. 15 weeks	2nd sem. 20 weeks	3rd sem. 15 weeks	4th sem. 16 weeks	5th sem. 15 weeks	6th sem. 10 weeks	TOTAL HOURS
Business Organization	-	-	2	2	-	-	62
Cost & Price Theory	-	2	2	-	-	-	70
Accounting	-	2	3	2	-	-	117
Marketing	-	-	2	2	-	-	62
Finance	-	-	-	-	2	2	50
Location Theory	-	-	-	-	1	-	15
Business Policy	3	1	-	-	-	-	65
Retailing, Wholesaling	2	1	-	-	-	-	50
Relations between Business & Gov't.	-	-	2	-	-	-	30
Econ. Geography	-	-	2	1	-	-	46
Seminars[2]	-	2	2	2	4	4	202
							769

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[1] Annual Report, Copenhagen School of Economics & Business Administration, 1959-60, 1961-62, Copenhagen, 1964.

[2] Second Semester: Introductory Seminar; Third Semester: Retailing and Wholesaling; Fourth-Fifth Semester: Cost and Price Policy, Accounting, Marketing or Business Organization; Sixth Semester: Special Topics.

4. Theoretical Statistics: principles for analysis and statistical observations and conclusions, and decisions derived from a probability model.
5. Data Processing; preparation of data for use in electronic data processing.
6. Business Law: laws particularly relating to economic activity, contractual law, association forms, regulation of competition, legal proceedings, and and taxes.
7. History of Civilization: introduction to the development of thoughts, ideas, and religions in Western Europe and their influence on society.
8. Bookkeeping: principles and practice in modern bookkeeping.
9. Languages: English, and optionally German, French and Spanish.

As students enroll for the entire H.A. course, the popularity of marketing as a specific subject is difficult to ascertain. Total munber of students enrolled and graduated from the H.A. course is shown in Table 3, with increases expected over the next few years. Average age of enrollment for this three-year course is twenty-one.

TABLE 3

ENROLLMENT AND GRADUATION STATISTICS FOR H.A.

Year	Enrolled	Graduated
1960	434	83
1961	439	95
1962	482	81
1963	567	119
1964	614	100

H.D. Study (Diplomprøver)

This specialized study program, not only offered at both the Copenhagen and Aarhus schools, but also at special schools in Aalborg and Odense, is intended for students already engaged in business activities and provides a theoretical background to previously acquired practical experience. Most students continue their regular employment during studies; and for this reason, lectures are offered at either 8:00 to 10:00 a.m. or 5:30 to 9:00 p.m., with students generally attending six hours per week.

The total study program is divided into two parts, each lasting about two years, even though most students require more than four years to complete the course of study. Part I is the same for all students and includes political economy and business economics (cost and price policy, marketing, finance, accounting, organization).

Table 4 illustrates the areas of specialization offered in Part II of the H.D. Program at Copenhagen, along with the number of enrolled students and examination data.

TABLE 4

H. D. PROGRAM--PART II
COPENHAGEN SCHOOL OF ECONOMICS & BUSINESS ADMINISTRATION, 1962-63

SUBJECT OF SPECIALIZATION	ENROLLMENT		EXAMINATIONS	
	5th semester	6th semester	students reporting	students passed
Banking	58	55	29	24
Insurance	30	29	14	14
Organization	120	106	40	30
Accounting	424	385	116	55
Marketing	185	158	61	29
Foreign Trade	122	106	40	25

N.B. For the 1960-63 period, total enrollment in the H.D program increased 21.5 percent.

Average age at enrollment: twenty-six.

Those students specializing in marketing (Danish course title translation is *Sales Organization and Advertising*) follow the study plan below:[2]

	Lectures	Seminars
5th semester	General marketing economy Demand and competition theory Consumer economy Laws of competition	Market Description
6th semester	Market analysis International sales organization problems Means of mass communication and media structure	General Seminar I Case Analysis
7th semester	Marketing--cost, budget, and control Mass communication, organization, and operation	Marketing Cases Game
8th semester	-	General Seminar II Literature Report

Total course time: approximately 400 hours.

In contrast to the H.A. reading list, the H.D. list of compulsory reading chiefly consists of Scandinavian marketing literature such as *Price Theory* or *Parameter Theory* by Rasmussen. Case studies, all of Danish origin, are a frequently used teaching method.

Cand. Merc. and Lic. Merc. (Den Handelsvidenskabelige Kandidatgrad and Licentiatgrad.)

Students working for an H.A. degree have no option as to specialization. However, those wishing to specialize in marketing *after* graduation can choose between such subjects as marketing research, theory of demand and competition, and marketing of industrial goods and after about two years, obtain a Cand. Merc. degree. At this point, those students seeking a scientific career can continue for the Lic. Merc. degree. In 1963-64 at the Copenhagen School 40 students were enrolled in the Cand. Merc. program with 15 passing exams; and seven in the Lic. Merc. program with none passing exams.

Cand. Oecon. Study (Den Økonomiske Videnskabelige Licentiatgrad)

This degree, offered only by the University of Aarhus, offers a broad economics education with emphasis on business economics. Planned to take approximately five years, this course is divided into two parts: the first consisting of two years of general economics subjects (see Table 5), and the second of three years in which the student specializes in either political economy or business economics.

TABLE 5

CAND. OECON. STUDY: TEACHING HOURS
PER WEEK--FIRST PART

	Semester			
	1	2	3	4
Political Economy	4	4	4	-
Business Economics	3	3	3	-
Business Policy	-	4	4	2
Economic History	2	-	2	2
Statistics	4	4	-	-
Financial Law	-	5	-	(5)
Accounting	6	-	-	-
Mathematics	3	3	-	-
Philosophy	4	4	-	-
	26	27	13	9

Students specializing in business economics choose one of several programs; the only program combination incorporating marketing includes the subjects of cost policy, marketing policy, and the option of special marketing problems and methods.

1. Marketing Policy--(one semester, four hours per week) Lectures treat general marketing problems and analysis of their theoretical aspects, as well as give an overview of problem formulation in marketing research.

   The compulsory reading list includes:

   Arne Rasmussen, Price Theory or Parameter Theory (Copenhagen, 1955), (compulsory also for H.A. and H.D. studies)

   E.H. Chamberlin, "The Product as an Economic Variable," Quarterly Journal of Economics (1953).

   Joel Dean, Managerial Economics (New York, 1951). (Chapters 2, 3, 4, 6, 7, 8, and 9), (compulsory also for H.A. study)

   Lyndon O. Brown, Marketing and Distribution Research

   Additional required reading is assigned during the course.

2. Special Marketing Problems and Methods--(one semester, three hours per week)

   The material covered in the previous semester (Marketing Policy) is supplemented by depth treatment of selected areas such as consumer habits and motivations, distribution, advertising, market research, and sales organization. Lectures give overviews of individual areas, followed by a detailed analysis of special problems and methods in connection with magazine articles and cases.

   The following works are included in the initial reading list:

   W. Lazer & E.J. Kelley, Managerial Marketing: Perspectives and Viewpoints, (Homewood, Ill., 1962).

   American Marketing Association: Emerging Concepts in Marketing (Chicago, Ill., 1963).

Det Danske Marked (The Danish Market).

Journal of Marketing

Journal of Marketing Research.

There are two seminars per week for the three-year specialization period.

TABLE 6

CAND. OECON STUDY
(Number of Students Enrolled and Graduated)

Year	Enrolled	Graduated
1960	123	23
1961	121	11
1962	162	7
1963	207	11
1964	252	7

Graduation age is between twenty-four and thirty.

Research

An institute of research in marketing is in operation in connection with marketing education at the Copenhagen School of Economics and Business Administration. The Institute, founded in 1930, originally conducted research in advertising but has gradually broadened its scope to embrace the total marketing area. The following are examples of studies having been completed at the Institute during recent years: managers and staff in advertising, the economic family life circle, retail trade development to 1980, cost problems in modern marketing, a marketing decision making game, an investigation of assortment changes in Danish retailing, and comprehensive surveys of advertising and marketing expenditures in Denmark (every five years--latest survey in 1963).

IV. FOOTNOTES

1. Material for this chapter was collected by Dr. Max Kjaer-Hansen, Copenhagen School of Commercial Science, and Mr. Erik Kristoffersen, Danish Marketing Research Association, Copenhagen, Denmark.

2. A. Rasmussen, Det Danske Marked (August, 1965), pp. 183-186.

V. FINLAND[1]

A. GENERAL EDUCATION SYSTEM

Primary and Secondary Schools

Since World War II the Finnish educational system has undergone considerable expansion; more pupils are getting a more thorough education for a longer period. The elementary school has broadened in scope; the equivalent of the American "junior high" has become part of basic schooling with the number of those going to "senior high" increasing sharply; trade schools are expanding; and the number of university students is constantly growing.

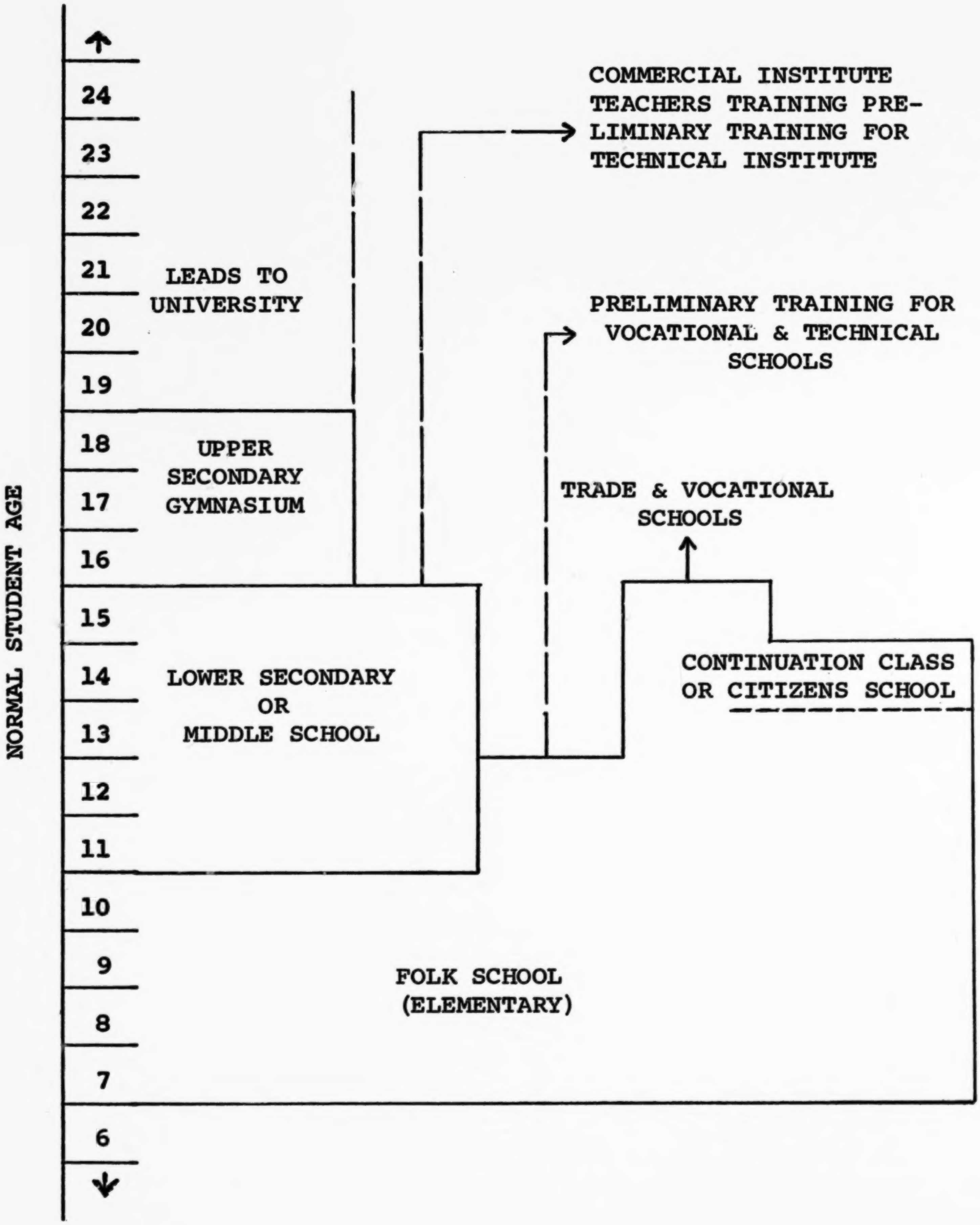
This growth pattern is currently changing the entire character of the system, which had remained relatively unaltered from the end of the last century until World War II. Formerly, a network of elementary schools extended throughout Finland, while secondary schools were concentrated in towns and some large population centers in the countryside; the system was, in fact, known as the "school-town organization." Reaching out to every village, the elementary school was a center of Finnish culture and the village teacher was often the intellectual leader of his society. After Finland won her independence from Russia in 1918, these schools became even more important through compulsory attendance.

This situation was typical of an agrarian society--six years of education were sufficient for the great majority of Finns since most of the nation earned its livelihood from farming. Similarly, extensive vocational training was not necessary; and only a few students, after four years of elementary school, continued to the secondary level and then to the university. Education for the few civil servants and professional people was another matter, requiring only a handful of secondary schools; these, at the same time, offered talented youngsters a ladder to a higher social class.

With the increasing industrialization of this farming nation and a general rise in the standard of living, educational traditions slowly began to change. After World War II the pace sharply accelerated, and the need became apparent to adapt the system to the new demands. However, changes in the Finnish educational system have occurred within the old framework without appreciably altering it. Today at age seven the Finnish pupil begins the kansakoulu, which is comparable to the British primary or American elementary school. At age eleven one of two courses is open to him: 1) he may either continue at kansakoulu until age sixteen at which point compulsory education ceases, and from there proceed to a vocational training school, or 2) he may take an examination for entrance to a secondary school, which is divided into two stages roughly equivalent to the American junior and senior high. At about age eighteen a matriculation examination (secondary school certificate) is taken which is the basic prerequisite for entering the university.

TABLE 1

FINLAND


NORMAL STUDENT AGE
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LEADS TO UNIVERSITY
UPPER SECONDARY GYMNASIUM
LOWER SECONDARY OR MIDDLE SCHOOL
FOLK SCHOOL (ELEMENTARY)
COMMERCIAL INSTITUTE TEACHERS TRAINING PRELIMINARY TRAINING FOR TECHNICAL INSTITUTE
PRELIMINARY TRAINING FOR VOCATIONAL & TECHNICAL SCHOOLS
TRADE & VOCATIONAL SCHOOLS
CONTINUATION CLASS OR CITIZENS SCHOOL

On an organizational level the most important educational reforms were the new elementary and trade school laws enacted in 1958. Through these the status of the trade school was confirmed, creating new opportunities for expansion. Local authorities are now required to provide places in trade schools in proportion to the local population. Maintained by local authorities, these will eventually be the most numerous, supplemented by state-supported central, special, and industrial trade schools. (Students can enter a trade school after eight years at elementary school.)

Institutions concerned with business education at the trade school level are:

1. Schools for salesmen--two-year evening courses
2. Commercial schools--two-year day courses
3. Commercial institutes--two-year courses for those who have completed nine years of schooling
4. Special schools for business people:
    a. cooperative schools--one year
    b. schools of salesmanship--various short courses for those who have reached the age of fourteen

TABLE 2

SCHOOL ENROLLMENT--1960*

	Schools	Teachers	Students
Elementary schools	6,961	27,279	625,968
General academic secondary schools	474	10,450	214,601
Teacher training secondary	11	187	1,601
Vocational secondary	518	5,090	55,917
Higher institutions	14	2,496	23,552
	7,978	45,502	921,639

* Source: U.S. Department of Health, Education and Welfare, Office of Education, Educational Data: Republic of Finland, No. 72, July 1963, p. 2.

TABLE 3

STUDENT INCREASE IN FINNISH SCHOOLS

Secondary Schools

	Percent of all 11-yr. olds	Number Matriculated	Percent of Age Group
1938	13	2,662	5
1962	44	9,623	14
1970 (forecast)		15,000	

Number Attending Trade Schools

1938	4,500
1962	25,000

Number at Commercial Colleges

1940	1,000
1960	5,000
1965	8,200

Number at Technical Colleges

1940	502
1960	2,000
1965	7,000

Number at Universities

1953-54	14,819
1961-62	26,849
1964-65	32,624

Higher Education

The first university in Finland, the Academy of Turku, was founded in 1640 while Finland was a part of the kingdom of Sweden. In 1829 the Academy was transferred to Helsinki; and in the beginning of this century it acquired its present name, the University of Helsinki. In 1919 the Swedish University of Turku was founded, and three years later, the Finnish University of Turku. An Institute of Technology was created in Helsinki in 1908; and the first of the four schools of economics (business schools), in 1911.

At present there are 14 institutions of higher education in Finland (see Table 1): University of Helsinki, Finnish University of Turku, Swedish University of Turku called Åbo Academy, the Teachers' College in Jyväskylä, University of Oulu, Institute of Social Sciences in Tampere, Institute of Technology, Veterinary College in Helsinki, two provincial teachers' colleges, and four business schools. Of these, seven are private: the two universities in Turku, the Institute of Social Sciences, and the four schools of economics. Three of the schools use Swedish as the official language: the Swedish University of Turku and two of the business schools.

The institutions of higher education are under the direction of different ministries, resulting in a certain lack of coordination and uniformity of standards. The Universities of Helsinki, Turku, and Oulu, the Teachers' College in Jyväskylä, and the Institute of Social Sciences are under the Ministry of Education. The Institute of Technology and the schools of economics are overseen by the Ministry of Commerce and Industry; and the Veterinary

TABLE 4

UNIVERSITY ENROLLMENT 1954-1964

Universities and Higher Professional Schools 1954-1964
(Excluding Summer Courses)

Universities and Higher Professional Schools	Universities and Higher Professional Schools	Teachers					Students		
		Professors and Associate Professors	Docents	Lecturers	Other Teachers	Total	Total	Women	New Students
1963-1964									
University of Helsinki	1	250	357	35	504	1,146	15,503	8,445	3,707
University of Turku	1	100	66	21	268	455	4,416	2,458	739
Åbo Academy	1	35	15	12	61	123	1,023	354	220
University of Oulu	1	56	1	18	204	279	1,393	404	393
Jyväskylä									
University College of Pedagogics	1	21	11	39	108	179	1,977	1,373	847
School of Social Sciences	1	14	7	1	13	35	1,339	768	468
Institute of Technology	1	79	28	1	442	550	2,987	226	542
Veterinary College	1	11	1	-	20	32	132	24	26
Helsinki School of Economics	1	14	8	20	51	93	1,791	848	415

TABLE 4 (continued)

UNIVERSITY ENROLLMENT 1954-1964

Universities and Higher Professional Schools 1954-1964
(Excluding Summer Courses)

Universities and Higher Professional Schools	Universities and Higher Professional Schools	Teachers					Students		
		Professors and Associate Professors	Docents	Lecturers	Other Teachers	Total	Total	Women	New Students
Swedish School of Economics	1	9	5	18	28	60	949	465	195
Turku School of Economics	1	7	1	7	27	42	387	129	131
School of Economics of the Åbo Academy	1	7	1	6	20	34	300	119	70
Helsinki Provisional Teachers' Training College	1	-	-	9	48	57	221	123	105
Turku Provisional Teachers' Training College	1	-	-	10	47	57	206	110	111
Total	14	603	501	197	1,841	3,142	32,624	15,846	7,969

TABLE 4 (continued)

UNIVERSITY ENROLLMENT 1954-1964

Universities and Higher Professional Schools 1954-1964
(Excluding Summer Courses)

Universities and Higher Professional Schools	Universities and Higher Professional Schools	Teachers					Students		
		Professors and Associate Professors	Docents	Lecturers	Other Teachers	Total	Total	Women	New Students
Academic Year 1962/63	14	574	472	192	1,641	2,879	29,615	14,135	6,673
" " 1961/62	14	520	456	174	1,566	2,716	26,849	12,759	6,308
" " 1960/61	14	477	440	156	1,423	2,496	23,552	10,895	6,214
" " 1959/60	14	438	425	146	1,242	2,251	21,354	9,417	5,644
" " 1958/59	14	410	402	133	1,152	2,097	19,538	8,862	5,419
" " 1957/58	14	398	388	141	954	1,881	18,086	7,841	4,710
" " 1956/57	14	388	372	136	772	1,668	17,030	7,322	4,269
" " 1955/56	14	373	346	128	692	1,539	16,752	7,065	4,558
" " 1954/55	14	359	324	116	462	1,261	15,472	6,341	4,310

Source: Statistical Yearbook of Finland, Helsinki, 1965, p. 325.

College, by the Ministry of Agriculture. However, the extent of dependence varies--the University of Helsinki is quite autonomous while the other state institutions of higher learning are controlled as part of the normal mechanism of the state administration. The relationship between the private bodies and the state administration is primarily financial, since all private institutions of higher learning are subsidized, six through enactment of special laws.

B. BUSINESS AND MARKETING EDUCATION

University Level

As indicated, there exist in Finland four schools of economics and business administration, each requiring a secondary school certificate or equivalent for admission and each awarding academic degrees after the completion of prescribed courses of study. (There are also in the country a number of commercial schools, apart from trade schools, below university level.) The four schools, two of which give instruction in Finnish and the other two in Swedish, are Helsinki School of Economics, Helsinki; Swedish School of Economics, Helsinki; Åbo Academy School of Economics, Turku (Åbo); and Turku University School of Economics, Turku. Except for the last-mentioned, all these institutions have two departments: a general business department and a language and/or "secretarial" department (providing secretarial training).

Offering a three-year curriculum, the schools combine general economic and business subjects leading to either the ekonomi degree (bachelor's degree) or to a secretarial diploma (correspondent degree). The program of study is usually divided into a basic course of three to six semesters (depending on school and purpose).

The basic course generally consists of accounting, business administration, economics, business law, mathematics, basic chemistry, economic geography, statistics, and one or two of the following languages: English, French, German Russian, and Spanish. In addition, some schools offer economic history, psychology, and political science. Students in the secretarial course receive practical training in office work, stenography, and typing.

The specialization program is designed to give the student a thorough knowledge of those subjects he considers most essential to his future career. For example, at the Helsinki School of Economics the student's program of study must include at least seven subjects plus one elected foreign language approved by the teachers' council.[2] A "long" course must be taken in each of four of the subjects, one of which is a foreign language; and in two of these long courses, the student must take a seminar. The secretarial program requires two long courses in foreign languages, in addition to courses in other subjects which are usually shorter than those for the ekonomi degree. Students usually attend about 20-30 weekly lectures or seminar hours, but those taking more subjects than the required minimum spend considerably more time in lecture rooms. An additional requirement for the degree is at least six or eight months of training with a business firm or commercial enterprise.

Those having obtained their ekonomi degree (under normal circumstances requiring three years of study and certain practical training) can continue their studies for the Master of Business Administration degree. The program of study includes at least four subjects, one of which must be a major (a comprehensive so-called laudatur course plus thesis).

For the next higher degree, the licentiate, the graduate must pass one additional laudatur examination and write a comprehensive thesis. Although comparisons are difficult, it might be said that the level of this degree is somewhere between a master's and doctor's degree in the United States. For the doctor's degree a licentiate's degree is required, as well as a doctor's thesis which is publicly defended.

In addition to these four schools of economics and business administration, subjects related to marketing are also taught in the Faculties of Jurisprudence and of Agriculture and Forestry at the University of Helsinki, at the Institute of Technology in Helsinki, and in the Faculty of Technology at the the University of Oulu. In most of these university-level institutions, teaching of marketing is quite elementary; and the subject is usually regarded as auxiliary. Instruction is mainly confined to only one term (12 weeks), but occasionally two (24 weeks). The total number of students in these courses is about 1,000.

The annual enrollment increase in all the institutions so far mentioned has for the last several years been around 10 percent--this trend is expected to continue.

Nonuniversity Level

There are 18 commercial schools, such as the Helsinki Commercial School of Salesmanship and Advertising, offering marketing courses. These do not operate on a university level, but certain special classes require the matriculation examination (secondary school certificate) for admission. Marketing instruction is concerned mainly with certain functional aspects, such as advertising, salesmanship, and sales management. Diplomas are awarded after a 26-week course on a three-hour per week basis, with total number of students averaging 700.

Of the management development institutes, only two touch upon marketing: the Fund for Export Trade gives courses in export matters, and the Finnish Institute of Management offers a general management program. These two are residential, while all others operate as day schools.

The Fund for Export Trade arranges an annual three-week residential course for export managers with a total number of 20 participants, and two to four evening courses yearly in export techniques with about 40 participants twice a week in each course. An annual residential course arranged by the Finnish Institute of Management offers eight-week courses, each with about 30 participants. Both the realized and anticipated annual increase in these courses is more than 15 percent.

TABLE 5

COMPARISON OF FINNISH AND AMERICAN DEGREES*

Finland	United States
Correspondent	Bachelor of Science or Bachelor of Science in Business Administration
Ekonomi degree	Bachelor of Science in Business Administration or Bachelor of Commercial Science
Candidate (Business Administration)	Master of Business Science or Master of Business Administration
Licentiate	-
D.C.Sc. (Doctor of Commercial Science)	Doctor of Business Science (D.B.S.) or Doctor of Philosophy (Ph.D.)

* Source: General Survey of University Level Education in Finland, Published By: The Furnish Committee on Study and Training in the United States (Helsinki 1962)

V. FOOTNOTES

1. Material for this chapter was supplied by Dr. Mika Kaskimies, Helsinki School of Economics, Helsinki, Finland.

2. Long course--approximately six semesters.
   Short course--approximately four semesters.

APPENDIX

ENROLLMENT IN MARKETING COURSES IN UNIVERSITIES 1964

The Helsinki School of Economics

	Course Classification	Length in Weeks	Hours per Week	Number of Students Attending
I.	Introductory Marketing			
	Principles of marketing and Survey of marketing	12	4	180
II.	Functional			
	Problems in advertising	12	4	100
III.	Industry and Institutional			
	Export marketing Distribution structure and functions	12	3	180
VI.	Marketing Research			
	Demand theory, demand analysis structure of consumption, sales forecasting	12	3	200
VII.	Seminars			
	Various marketing topics	24	8	80

APPENDIX

ENROLLMENT IN MARKETING COURSES IN UNIVERSITIES 1964

The Turku University School of Economics

	Course Classification	Length in weeks	Hours per week	Number of students
I.	Introductory Marketing Survey of marketing	12	3	120
II.	Functional Advertising	24	2	80
III.	Industry and Institutional Distribution structure and function	24	4	80
IV.	Marketing Management Marketing planning	12	4	80
VII.	Seminars Various marketing topics	24	2	40

APPENDIX

ENROLLMENT IN MARKETING COURSES IN UNIVERSITIES 1964

The Swedish School of Economics (Helsinki)

	Course Classification	Length in Weeks	Hours per week	Number of students
I.	Introductory Marketing General principles of marketing	6	3	100
II.	Functional Salesmanship, sales management	12	2	60
IV.	Marketing Management Marketing policy	12	4	100
VI.	Marketing Research Marketing research, advertising research	6	4	100
VII.	Seminars Various marketing topics	12	4	40

APPENDIX

ENROLLMENT IN MARKETING COURSES IN UNIVERSITIES 1964

The Åbo Academy School of Economics (Turku)

Course Classification	Length in weeks	Hours per week	Number of students
I. Introductory Marketing			
Basic course in marketing	24	1	170
II. Functional			
Advertising Sales management, Pricing	24	2	70
VI. Marketing Research			
Market analysis, distribution, Cost analysis	12	2	70
VII. Seminars			
Different marketing topics	24	2	20

VI. FRANCE[1]

A. GENERAL EDUCATION SYSTEM

Background

Colbert once boasted to Louis XIV that he could tell him the page of the book every schoolboy in France was studying at a given moment. This statement still holds to a large extent today--one of the principal characteristics of the French educational system is the high degree of centralization under the Ministry of Education. Not only does this body determine curricula and texts for the public schools, but it also administers a series of national student examinations. Teachers are appointed by, and receive tenure from, the Ministry, which also closely supervises teaching by means of inspectors.

This system of administration is based on allocation of financial responsibility: the national government underwrites teachers' salaries and new construction, about 85 percent of the total expenditure; and local governments handle the rest, such as building maintenance costs, books, and the like.

Because of this strong central control, education has always been a major issue in French politics--particularly the question of integration of church schools into the system. Before the Revolution education was primarily the domain of the church, but during the Revolution period the Ecole Polytechnique and the Ecole Normale Superieure, and later the Ecole Centrale des Arts et Manufactures (1828), were established to counteract

Roman Catholic Church influence over the universities. Under Napoleon a secular public school system was established, laying the foundation for today's system.

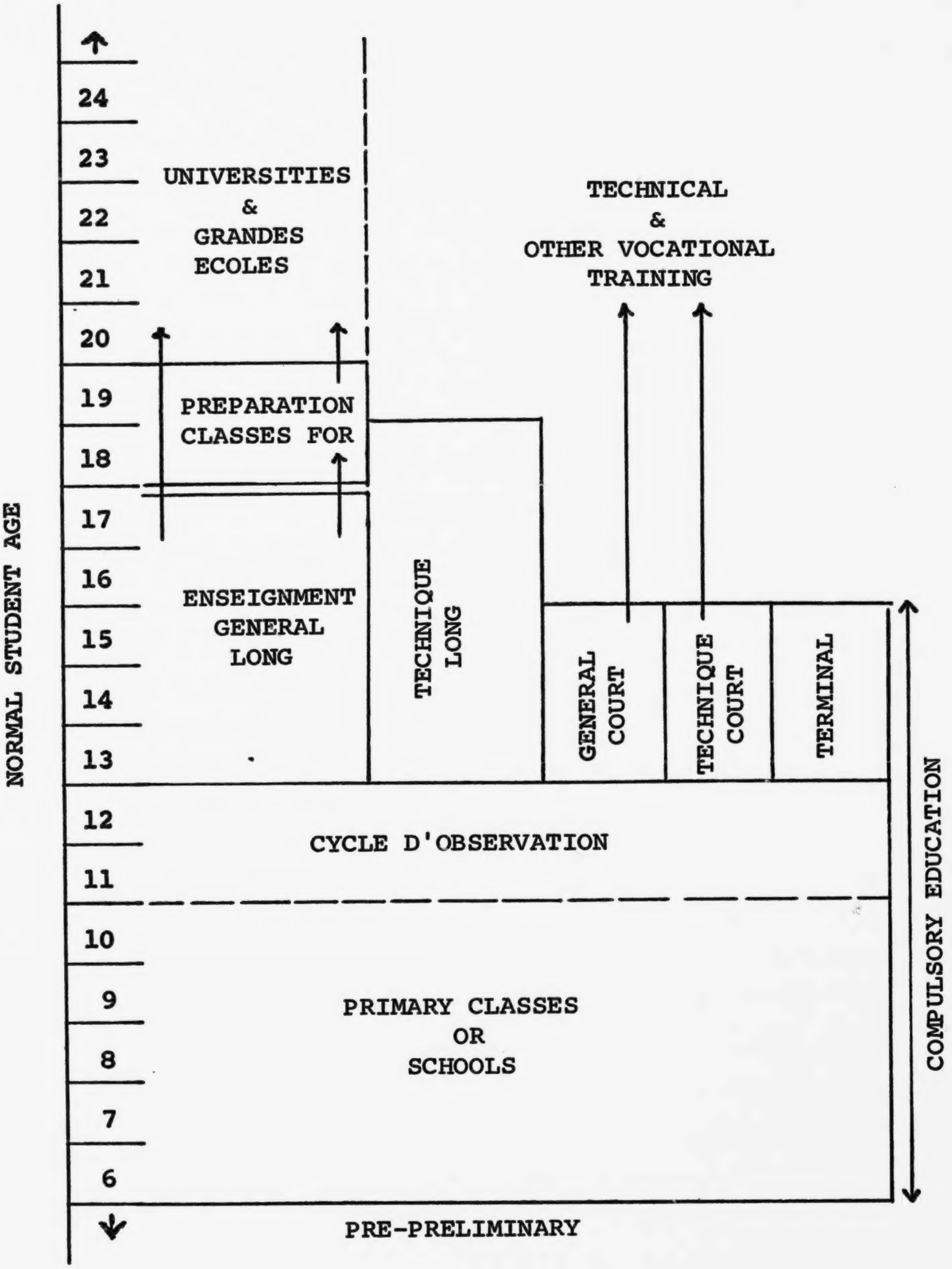
In the twentieth century the question of state support for Catholic schools has been a fierce issue, frequently being used by extreme leftists to drive a wedge between Catholic socialists and radicals in order to avoid a coalition of the center. Under the present Fifth Republic the policy of state support has been continued despite socialist opposition.

Primary and Secondary Schools

It should be noted that certain educational reforms are currently taking place, but at present the situation is as follows: Education in France is compulsory from ages six to sixteen. After five years of elementary school pupils are placed, according to their ability, in one of the five types of schools described below. Each of these begins with a two-year *cycle d'observation*; and at the end of the first quarter the *conseil d'orientation* (council of orientation), comprised of teachers, advises the family as to what type school the child is best suited. In this way, the pupil may either stay at the school in which he was originally placed, provided the type of instruction is deemed suitable, or he may transfer to a more appropriate school. At the end of the *cycle d'observation* the child's family has two alternatives: to agree to the form of instruction proposed by the council of orientation, or to select another form for which the child must first take an entrance test. It should be noted that observation and orientation of the child continues throughout his schooling, enabling transfer possibilities during any period. (See Table 1 p.151 for educational system.)

TABLE 1

FRANCE


NORMAL STUDENT AGE
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UNIVERSITIES & GRANDES ECOLES
TECHNICAL & OTHER VOCATIONAL TRAINING
PREPARATION CLASSES FOR
ENSEIGNMENT GENERAL LONG
TECHNIQUE LONG
GENERAL COURT
TECHNIQUE COURT
TERMINAL
CYCLE D'OBSERVATION
PRIMARY CLASSES OR SCHOOLS
PRE-PRELIMINARY
COMPULSORY EDUCATION

The five types of schools in which the pupil may either remain or to which he may transfer are:

1. *Lycée or collège classique* offering a long, general education (*l'enseignement général long*) of seven years to students of high academic ability and leading to university study or a *grande école*. These schools are divided into three sections: classical, modern, and technical, each with its own *baccalauréat*, a degree conferred by university faculties of science and of letters and human sciences upon passing nationally administered *baccalauréat* examinations. The *baccalauréat* examination is divided into two parts: Part I is given at the end of the eleventh year, and Part II at the end of the twelfth. Part II is considered comparable to the level of the freshman year in an American college.

2. *Collège d'enseignement général* offering a short, general education (*l'enseignement général court*) of five years to pupils preparing for average nontechnical jobs or teacher-training schools. Programs for the first two years are basically the same as those of the *lycées'* modern section, and culminate with the certificate *brevet d'enseignement général*.

3. *Lycée technique* providing a long, professional education (*l'enseignement professionnel long*) for the training of technicians at various levels: six years leads to the *agent technicien breveté*; seven years, to the *technicien breveté* (considered equivalent to Part I of the *baccalauréat*); and eight years, to the *technicien superieur breveté* (equivalent to Part II of the *baccalauréat*).

4. College d'enseignement technique providing a short, professional education (l'enseignement professionnel court) of five years chiefly vocational training for those not suited to academic studies. Certificate awarded is the certificat d'aptitude professionnelle (C.A.P.).

5. Establishments for vocational instruction and various other schools offering terminal education (l'enseignement terminal) of three years for preparation in activities such as agriculture, handicrafts, commerce, or industry. Certificate granted is the diplôme de fin d'études (diploma of completion of studies).

There is a significant number of private schools, providing about one-fifth of total secondary school education; but the proportion is diminishing. Tuition is free in all public schools.

Higher Education

Universities

Higher education may be obtained in a number of public and private institutions. There are 22 universities in France, two of which are in the building stage at Nice and Limoges, respectively. In a predominant position both in terms of prestige and enrollment (nearly 50 percent), is the University of Paris. A recent government release commented, "this situation is both a consequence and an illustration of the excessive concentration and centralization which characterize French cultural life."[2]

Undergraduate programs of universities lead to the licence. Graduate studies may be pursued for the diploma of advanced studies and finally the doctorat. But although university programs are confined to the orthodox studies of humanities, law, pure science, and medicine, numerous institutes and observatories on the periphery of universities offer work in specific fields, particularly in those areas that are new and not fully accepted by university traditionalists. Many students prepare for a diploma in their field of specialization at these institutes while obtaining their licence at the allied university. Candidates for advanced degrees frequently do the major portion of their research work in connection with these institutes.

A number of private institutions also offer advanced education, notably the two Catholic universities in Paris and Lille.

Since most of the other schools of higher education attempt to keep enrollment stationary, universities are having to bear the brunt of the postwar baby-boom, which in recent years has been approaching undergraduate age. As anyone who has passed the baccalauréat exams may enroll in a university (in fact, the baccalauréat is considered the first university degree), the situation has become chaotic. Lecture halls and libraries are packed; and amphitheatres at the Sorbonne, for instance, cannot accommodate all the enrolled students, even though attendance is compulsory at certain lectures. Since the total number of degrees awarded remains constant, the situation is further aggravated. The net result is a high failure rate of about 40 percent in the first year, and it is generally considered that the average student will require two years to get through the first year of university study. Pressure is particularly heavy in Paris, but effort is being made to alleviate this by the establishment of universities in the provinces.

Grandes Ecoles

A more practically oriented education in professional and technical fields is offered in the grandes écoles. A number of these are considered more prestigious than the universities; and admission is gained on a competitive basis, with frequently ten times as many candidates as openings. These schools prepare for careers at the highest level of public administration, business, army, navy, public health; and degrees may be taken while preparing for a university licence. Some of the more famous are the Parisian engineering schools such as Ecole Polytechnique, Ecole Centrale des Arts et Manufactures, and Ecole des Arts et Métiers. Another outstanding grande école is the Ecole Normale Supérieure, from which many prominent personalities in arts and politics have graduated. Counterparts of these Parisian schools in the provinces carry less prestige.

B. BUSINESS AND MANAGEMENT EDUCATION

Development

In contrast to the United States, business and management training in France was initiated outside the university. As previously noted, studies in applied techniques and commerce were not, until recently, acceptable to traditional academicians. As a result the study of economics in universities has had to develop within the faculties of law, with instruction tending to emphasize business law and the macro, rather than the micro, approach to economics. It has only been in the last few years that the possibility of a separate faculty of economics has been investigated.

This historically mutual antipathy between academicians on the one hand, and business and technically oriented people on the other, has resulted in the widespread attitude that:

> "In industry the university degree, even the Doctor of Law, is treated with scorn. For a career it is essential to have attended a grande école (used for all schools of engineering--the prince of subjects for French industry, and one not taught at any university)."--p. 27.
>
> "The fact is that there is much anti-university feeling in the ranks of French management. With top management coming either from the grandes écoles or from the family heirs in the provincial firm, there is suspicion among them that the universities represent an anti-management ideology. They are not considered the proper organization to be entrusted with the training of the junior and middle cadre."[3]--p. 125.

Therefore, "top-ranking executives in industry and commerce are trained at the écoles supérieures de commerce and the engineering schools (grandes écoles)."[4]

While these comments were no doubt valid up until the Second World War, it would appear that industry's attitude is lately becoming more favorable toward cooperating with the universities. There is a general feeling that the whole educational system should be better oriented toward supplying the needs of a modern economy and, in particular, those of industry.

Until the 1950's business training was provided almost exclusively under the aegis of industry and, in particular, by local chambers of commerce. In the late nineteenth century, when growing industrialization and the increasing size of firms created a need for the management training, écoles supérieures de commerce were set up by the local chambers of commerce.

Outside this system the Ecole des Hautes Etudes Commerciales was established in 1881 by the Paris Chamber of Commerce on a level with the _grandes écoles_. Thus, France was one of the earliest countries in Europe to institute management training. Equally, some of the earliest dissertations on management as a science were written in France in 1916 by Henri Fayol, who further highlighted the need for training administrative personnel.

The Paris Chamber of Commerce also founded the Ecole de Haut Enseignement Commercial pour les jeunes filles in 1916, which was designed to give young ladies a business education comparable to that of the Ecole des Hautes Etudes Commerciales. Courses were originally held in common with the Conservatoire National, but in 1924 they became independent. The school now has a status equivalent to a _grande école_.

The third prominent commercial school in Paris at the undergraduate level, the Ecole Supérieure des Sciences Economiques et Commerciales, was founded in 1913 by the Catholic Institute of Paris. This school offered only a two-year program in commercial studies until 1948 when the length of the course was increased to three years, thus raising the level of studies to undergraduate status.

The first major development in management training was the founding in 1930 (the height of the depression) of the Centre de Perfectionnement dans l'Administration des Affaires "upon the initiative of a cabinet minister who had become interested, while in the diplomatic service, in the Harvard Business School and its work in improving management through training."[5] This center was financed by the Paris Chamber of Commerce, which continues to sponsor its activities. It offers a year's evening course based on the case method, which, at least according to one report on the subject, still has more prestige than those evening courses offered by the universities.[6]

A recent report indicates the change in attitude on the part of French management toward the end of the 1930's:

> "Family owner-managers of many French companies were awakened to the needs for better management during the general strike of 1936, which is said to have grown largely from unenlightened managers' failure to recognize, both the power of labor, and the possibilities of participative management."[7]

But because of World War II and the consequent dire economic situation, emphasis on management training did not materialize.

It was only in the 1950's, when the immediate needs of postwar reconstruction had been satisfied, that there was a blossoming of management courses. These were chiefly of two kinds: first, a number of part-time and "sandwich" courses, or *cours de perfectionnement*, were set up by private institutions with some receiving government support. For example, the Association pour le Perfectionnement Pratique des Cadres des Entreprises Industrielles with the support of the Commissariat Général du Plan, d'Equipement et de la Productivité (henceforth referred to as the Commissariat), founded in 1956 with the objective of organizing a number of centers offering courses in various branches of management education. Similarly, the Centre d'Edudes de la Gestion Commerciale was founded in 1955 by the Fédération Nationale des Directeurs Commerciaux (National Sales Managers Association); and in 1958, the Centre d'Etudes Supérieures de la Distribution de Paris was set up by the Paris Chamber of Commerce at the request of the Ministry of Education.

Second, in 1955 the Certificat d'Aptitude a l'Administration des Entreprises (C.A.A.E.), a part-time postgraduate course for graduates of disciplines other than economics, was set up as a year's course by the Ministry of Education in 15 business management institutes within the law and economics faculties of universities. Thus, for the first time the government took an active part in encouraging management training. Many of these institutes have since organized two-year development programs for young executives, as well as a number of short advanced courses in different aspects of business.

Government Attitudes

This new attitude on the part of the government appears to have been generated by the committees for economic planning, which were set up after the war to rebuild the French economy. Whereas France had previously been aloof to management training, leaving it up to industry, it was now judged that formal education had been deficient in its scientific and technical instruction, while placing too much emphasis on cultural subjects.

In 1955-56 the report issued by the Commissariat commented on the lack of specialized schools for the training of technicians, engineers, and top administrative management, who were then chiefly trained in the arts faculties. Industry needed 12,000 top managers and technicians each year, while university output was only half this number; and as industry needs grew, the number graduating remained constant. "The solution to these problems depends essentially on a far-reaching reform of our teaching and, in particular, in a big expansion of technical training."[8]

In regard to business education, the Commissariat asserted that businessmen needed a broader and, at the same time, a more specialized training, as existing education fostered a narrow and conservative outlook. "Too many heads of firms in France still have a tendency to hesitate, to reject the challenge, and not to use fully the financial and technical facilities at their disposal."[9] Therefore, the Commissariat recommended that efforts be made to encourage firms to provide regional training programs. In addition, the Institute of Advanced Studies in Organization Techniques was set up in Paris to develop the study and use of operations research in French industry.

The Fourth Plan (1962-65) of the Commissariat reiterated the demand of earlier committees for educational reform: with postwar reconstruction and modernization of the primary sectors having been achieved, more effort should be spent on social overheads.[10] While earlier plans were called Plans of Modernization and Equipment, the Fourth Plan was entitled Plan of Economic and Social Development, thus laying greater emphasis on education.

In the Commissariat's report on commerce, the Sub-Committee on Education regarded the modernization of distribution in France as the predominant problem and repeated the views of the Rueff-Armand Committee that education was one of the chief obstacles. "The modernization of the commercial sector is narrowly conditioned by the training of the men who work in it."[11] Even though there was some teaching of top management techniques, as well as applied techniques for use in the firm, a principal reason for failure to adopt advanced techniques was the small size of average firms and also their geographic dispersion.

The Commissariat, therefore, outlined four objectives of business education:

1. To raise the prestige of the sales function and of diplomas in commerce.
2. To expand education and introduce the teaching of economics, history, and mathematics during the final years of secondary school.
3. To acquaint more students with educational possibilities, and to channel candidates, failing entry into schools of advanced commercial studies, into another productive area.
4. To create schools of commerce oriented toward teaching service and adaptation to the consumer.

In addition, more research at all levels, both fundamental and theoretical, was urged; and statistical research, particularly poor in commerce, should be improved. This work should be carried on in the universities and specialized institutes and organizations, and sociological studies of behavioral attitudes should be conducted simultaneously by pure and applied research organizations. Furthermore, cours de perfectionnement (management development programs) were recommended to acquaint businessmen with advanced modern techniques.

These reports have had great impact on the current educational reform, which is striving to bring the system more in line with the requirements of modern industry and to coordinate the various stages of education.

Business Attitudes

As noted earlier, management training was chiefly instigated by business institutions; and in line with this, much of the postwar pressure for educational reform has come from the business sector. With the Rome Treaty opening a market comparable in size to that of the United States, new expansion possibilities for firms have been created; and increased competition from other Common Market countries has produced an urgency for improved efficiency and great production.

The major complaint of industrial leaders seems to be that French education is too academic as well as too long. Jean Debiesse, Director of the Nuclear Research Center at Saclay, remarked in a recent discussion on business education: "Our future managers should be trained quickly, not be entranced by the charms of too advanced an education."[12] Jacques Ballet, Administrative Director of the Lumière Company, supported this view: "Young managers should be prepared from secondary school and from higher education to a continuation of training, lasting throughout their professional career."[13] Most graduates, after securing a management diploma and completing military service, are twenty-seven before they enter industry. Too much is taught to them, i.e., 30,000 hours are spent in class between the ages of six and twenty-four, compared with 20,000 in the United States.[14]

"In addition, subjects studied are too much based on the past: curricula should be reoriented toward modern-day living. We are moving more and more toward a world where technological needs cannot be satisfied by merely a liberal arts education--the need for business education is becoming increasingly evident. A solid, general background, combined with some specialization, should be given to ensure adaptability. Because firm executives, regardless of their field, cannot foresee their future needs in terms of manpower qualifications and number, the solution is a well-rounded education permitting adaptability. At the moment people are being trained in a too precise and narrow fashion."[15]

Academicians' Attitudes

The academicians, on the other hand, while admitting the importance of balance between general culture and specialization, feel that twenty-two (the age favored by industry) is too young to begin a career.[16] They point out that the purpose of the university should be not only to train managers, but also to provide philosophical instruction to cultivate a critical and analytic faculty essential to management decision making.[17] Others have different views: René Henry-Gréard, Secretary of the Institut des Etudes Politiques, is in favor of incorporating more practical subjects, e.g., accounting and business management, in the curricula.[18] A new style of student is required--younger and more prepared for industry. To achieve this, there should be more cooperation between industry and university through both exchange of information, as well as industry's providing traineeships for students.

However, despite this change in attitude toward business education, full-time higher education in commercial subjects is still confined, apart from private establishments, to the 16 commercial schools and has not as yet penetrated the sanctum of the regular university program. Because of the underlying feeling that business cannot be taught and that the student can only take full advantage of theoretical business training if he has experience, business education principally remains with the part-time, night school and seminar courses. "It has been observed that certain techniques, for example, financial management, social relations, advertising policy, or structure of firms, can be learned in depth only after a minimum of ten years' experience in business."[19]

Even full-time, undergraduate courses stress the importance of practical experience. For example, the Institut des Hautes Etudes Commerciales requires a traineeship for students every summer, one of which must be spent abroad.

C. MARKETING EDUCATION

It is difficult to date the introduction of marketing courses in France, as the _grandes écoles_ have been offering programs in "distribution" since the beginning of this century. However, it has only been in the 1950's that marketing courses corresponding to those in the U. S. have been given.

The development of the Common Market appears to have greatly influenced French marketing education, as evidenced by the number of part-time courses and seminars in marketing management having been organized by professional organizations in the late 1950's. For example, the Ecole d'Organisation Scientifique du Travail and the Ecole Nouvelle d'Organisation Economique et Sociale, both in Paris, have provided marketing courses since 1955; and the Centre d'Etudes de la Gestion Commerciale (1955--Institute for Commercial Management), CETEM (Center for the Teaching of Market Research Techniques) and CPCI (Center for Management Development) centers (set up in 1956), the Institut de Commerce International (1957), and the Centre d'Etudes Supérieures de la Distribution de Paris (1958) were all organized for the express purpose of teaching marketing. However, the only course of any substantial length exclusively devoted to this subject is the two-year evening program offered by the Institut National de la Formation des Cadres Supérieures de la Vente (National Sales Training Institut), founded in 1960. Notwithstanding, a number of schools offer courses in marketing and related subjects in their management or commercial studies programs; and the College Libre des Sciences Sociales et Economiques has set up a chair in market studies.

Specialized Institutes

At the Institut de Contrôle de Gestion (Institute for Management Control), the newly created degree (licence) in economics, though not including a specific section on marketing, offers as an option to fourth-year students Economy of the Firm (14 semester credits), which includes a one-semester course in Marketing Management (students holding the CAAE, Certificat d'Aptitude dans l'Administration des Entreprises[(Certificate in Business Administration)] are exempt from taking an option). For the Diplôme d'Etudes Supérieures de Sciences Economiques, research can be done on Economy of the Firm; and for the doctorat, on Economy and Administration of the Firm, both of which may include marketing topics. Research at this level is chiefly in connection with specialized institutes.

Grand Ecoles

The undergraduate level programs more directly related to business are given at a number of public and private grandes écoles in Paris and the provinces. The most famous of these is the Ecole des Hautes Etudes Commerciales in Paris, offering a first-year course, divided into 20 study groups, on distribution and selling techniques. In the second year there is a more advanced course on selling techniques, as well as one on marketing policy and market research, divided into 15 study groups. In the third year advertising and marketing management and Organization courses are given. Total enrollment at the school is 900, equally divided between the three years, with number of students varying only slightly from year to year.

At the Ecole de Haut Enseignement Commercial pour les jeunes filles, the program includes one introductory and one intermediate course in marketing management (15 hours), five courses on functional aspects of marketing (each 15 hours), a five-hour course on price theory, and ten hours on economic forecasting and decision making. In the third year students can specialize in market research, with extended essays often being submitted on marketing topics.

At the Ecole Supérieure des Sciences Economiques et Commerciales in Paris, several marketing courses are offered as part of the undergraduate program in economics and commerce. In the second year there are three compulsory courses in marketing areas, a two-semester course in marketing management and sales psychology, a one-quarter course in advertising, and a one-semester seminar on marketing management, using a case-study method. In the third year there are two optional courses in marketing, a two-semester course in principles of marketing with some use of case studies, and a two-semester course in marketing of agricultural products.[20]

The Institut d'Enseignement Commercial Supérieur at Strasbourg University offers a similar three-year course at undergraduate level through its commercial section, which in the third year gives courses on topics such as the organization of trade and commerce, study of markets, and advertising.

A number of other grandes écoles, specialized institutes, and private schools offer an occasional course in marketing or related areas. For example, in 1965-66 the Institut des Etudes Politiques in Paris planned to offer a course on economic observation, statistics, forecasting, social accounting, and economic research.

The 15 écoles supérieures de commerce in the provinces (and the one in Paris) offer a three-year course at a slightly lower level than the above-mentioned Parisian schools. Similar courses are given at each school; at the end of the final year all students take a national examination, the diplôme d'enseignement commercial supérieur. In the third year two hours a week are devoted to advertising and one and a half to market research; at all but one of these schools a student may specialize in distribution and foreign trade in his third year. Since 1958 a graduate student may spend a year specializing in distribution. The number of diplomas awarded in 1957 varied from 130 in Paris to 11 in Le Havre, school average being 40 to 50.

Post-Secondary Education

There are also a number of institutions at a nonuniversity level offering one or two years of post-baccalauréat business training. For example, the Ecole Commerciale des jeunes gens, the Ecole Commerciale des jeunes filles, and the Ecole de Préparation à la Pratique des Affaires, all in Paris, have courses chiefly on functional aspects of marketing, e.g., sales and advertising.

The OEEC Handbook on Education and Training for Distribution lists numerous state-supported institutions offering post-compulsory, school age commercial education: 29 national professional schools, 15 of which have departments of commerce; 211 technical colleges, 136 with commerce departments; and 243 commercial departments in other types of establishments. These prepare for both a regular diploma and a higher diploma in commercial studies. Out of a weekly program of 34 hours, between 18 and 22 hours are spent on commercial education.

Part-Time Courses

As already indicated, there are a considerable number of part-time and evening courses in business management which include marketing topics. These are given on all levels ranging from postgraduate to middle and lower management, the latter requiring no academic qualifications. The length of these courses varies from three-day sessions to two years, the majority being for persons already in business, but in some cases, for students enrolled in a regular university degree program, e.g., the Collège Libre des Sciences Sociales et Economiques.

A one-year course at the Centre de Perfectionnement dans l'Administration des Affaires in Paris is offered to postgraduates with at least five years' business experience and includes 45 hours on marketing problems. The average number enrolled in this course is 70, with the number varying only slightly from year to year. Since 1954 the Centre has offered a series of seminars for top management, including sessions of one and a half hours on marketing topics.

The Institut de Contrôle de Gestion (Institute for Management Control), set up under the Second Plan (1956), offers a number of management courses for all levels of management. One of these is a two-year graduate program at Lyons and Paris in eight monthly sessions of two days each, with weekly sessions of practical work. In the first year a twelve-hour, introductory course on marketing management is given, in addition to a course on economy of the firm which covers some aspects of pricing and productivity. In the second year there are two courses relating to marketing: a 12-hour course on economic forecasting and a 13-hour course on market research. The Institute's program is primarily of a vocational nature.

The Institut National de la Formation des Cadres Supérieures de la Vente in Paris offers a two-year course in sales management open to anyone with either a higher degree, or three years' sales experience. The course includes marketing management, distribution channels, selling techniques, sales promotion, sales personnel, use of statistics in market research, methods of market research, organization and coordination of distribution, the marketing budget, and application of marketing techniques in the firm. This course appears to be of a very practical nature, with little theory.

A number of professional organizations run evening courses or weekend sessions for business executives. For example, two of the centers set up by APCEI in 1956 (see p. 158 above) run marketing courses; CETEM has a course (two weeks full-time or six weeks part-time) of 47 lectures dealing with various aspects of marketing using the case method; and CPCI also has a course of 39 lectures and discussions on marketing topics, also using case methods.

Local chambers of commerce often encourage management courses, e.g., Chambre de Commerce des Deux Sèvres, Niort (see statistical appendix) in cooperation with the Institut de Contrôle de Gestion; the Centre Universitaire de Coopération Economique et Sociale at Nancy also running extra-mural courses in marketing management for middle management personnel (see statistical appendix).

The OEEC Guide to Courses in Business Management, published in 1960, listed 20 other business programs given by various organizations, most of which have included marketing courses at one time or another. The Centre d'Etudes du Commerce in Paris also organizes courses for individual firms or for students from a number of firms. These are generally for one or two weeks and usually deal with a single topic.

The Certificat d'Aptitude à l'Administration des Entreprises (previously mentioned), set up by the Ministry of Education in 1955, is a one-or two-year course for graduates in disciplines other than business or economics. The curriculum varies according to the leading institution, but basically includes two semesters of marketing. For example, at the Institut de Préparation aux Affaires at Montpellier the schedule calls for 87 hours of marketing management. This covers study of distribution channels, sales policy and promotion, wholesaling and retailing problems, market research, and applied statistical methods. Many of these areas are also covered by courses offered in the other centers.

Teaching method is generally the lecture combined with discussion seminar; but some use is made of the case method, simulation, and business games; in addition organized visits are made to firms.

Some of the centers set up in connection with this certificate also offer cours de perfectionnement or seminars for middle and top management; for example, those held at Limoges and Angoulême and run by the Institut de Préparation à l'Administration des Entreprises at Poitiers.

Among international business schools in France, the European Institut of Business Administration (INSEAD) in Fountainebleau is probably the most important. This Institute was founded in 1958 by the Paris Chamber of Commerce with the assistance of the Harvard Business School. Students, who must speak at least two languages and read a third, are offered a full-time, postgraduate course including 100 sessions on marketing. Teaching is primarily through case studies stressing practical problems, and students must take a global view of every problem. Narrow specialization is discouraged. About 120 students from some 25 countries attend each year.

The European School is also an internationally oriented institution, offering a three-week course for top management.

Teaching Method and Teachers

The chief method of teaching in most French marketing courses appears to be a traditional one of lectures supplemented by seminars. In a number of schools such as the Ecole des Hautes Etudes Commerciales and at the university institutes, the case method is used in the seminars. A number of executive seminars also use the case method, for example, at CPCI, CETEM, and Centre d'Etudes de Distribution. Cases are mainly French, though a number of institutions indicate the problem of an insufficient number; texts are also generally French, with some schools including American and English works. Basic French texts are those of Nepveu-Nivelle, as well as Marcel Rives' Traitè d'Economie Commerciale, the latter being an analytic description of the commercial function in the economy (see appendix) and typical of the type of course offered. The majority of courses appear to be either descriptive and analytic or functional, placing strong emphasis on practical applications with apparently very little theory. It seems that the programs of many of the major schools (such as those of the Ecole des Hautes Etudes Commerciales, Ecole Supérieure des Sciences Economiques et Commerciales, and the Ecole de Haut Enseignement pour les jeunes filles) have been modernized within the last three or four years and can now be said to have a certain marketing orientation.

Marketing courses are taught by both professional teachers and businessmen, with many schools maintaining a proportion of 50-50. As might be expected, the part-time and evening courses for management are primarily given by businessmen, whereas the specialized institutes and schools employ professional teachers, some of whom have been trained abroad, notably in the United States.

Conclusion

With regard to future trends, it is difficult to make any quantitative statements. As has already been observed, the numbers enrolled in the grandes écoles remain more or less constant, there being no indication that this policy will change in the near future. Since, according to the French system, most of the marketing courses are compulsory, expansion will have to result from an increase in course offerings. This appears to be taking place, as the Collège Libre des Sciences Sociales et Economiques has received requests to start two specialized courses in business management, which would cover certain aspects of marketing; and the Institut de Commerce International has been considering expansion of their courses in view of Common Market developments.

As far as enrollment for the Certificat d'Aptitude à l'Administration des Entreprises is concerned, it has increased six-fold in the eight years since its inception, while the number of diplomas awarded has only doubled; in fact, the ratio of diplomas awarded to number enrolled is now in the area of 1:9, indicating a very high dropout rate (see Appendix 3).

Few statistics are available on enrollment in part-time courses for businessmen. But the number of courses offered by the various organizations appears to be on the rise, as well as the number of institutions setting up courses, many of which receive government support. For example, the CETEM course in marketing, founded in 1956 with the support of ADETEM, the Ministry of Commerce and Industry, and the Commissariat have had a substantial rise in enrollment. With the business community's growing awareness of the availability and utility of management training courses, and with the competitive pressure of the Common Market, it seems likely that expansion of business education and, in particular, of marketing education will continue.

VI. FOOTNOTES

1. Statistical material for this chapter was collected by Mr. Yves Fournis, A.D.E.T.E.M., Paris; and Dr. Salvatore Teresi, the European Institute of Business Administration (INSEAD), Fontainebleau, France.
2. Cultural Services of the French Embassy, "The French System of Education," *Education in France*, special issue, p. 15.
3. David Granick, *The European Executive*. Copyright 1962 by David Granick (New York: Reprinted by permission of Doubleday & Company, Inc., 1964), pp. 27 and 125.
4. Cultural Services of the French Embassy, *op. cit.*, p. 17.
5. C.I.O.S., *Organized Efforts to Advance the Art and Science of Managing in Selected Countries* (Sydney, Australia, 1960), p. 2.
6. D. Granick, *op. cit.*, p. 105.
7. C.I.O.S., *op. cit.*, p. 1.
8. Commissariat Général à la Productivité, *Objectifs et Realisations*, 1955-56.
9. *Ibid.*
10. Commissariat Général du Plan d'Equipment et de la Productivité, *Rapport Général de la Commission du Commerce* (Paris Imprimerie Nationale, 1962).
11. *Ibid.*, p. 515.
12. *Entreprise*, Nov. 23, 1963, p. 75.
13. *Ibid.*, p. 73.
14. *Ibid.*, p. 77.
15. *Ibid.*, p. 75.
16. *Entreprise*, Feb. 1, 1964, p. 38 *et seq*.
17. *Ibid.*, p. 40.
18. *Ibid.*, p. 38.

VI. FOOTNOTES

19. *La Vie Française*, L'Ecole des Hautes Etudes Commerciales, April 30, 1954.
20. In the Principles of Marketing course, the English word "marketing" is used in the course title.

APPENDIX 1*

INSTITUTIONS OFFERING MARKETING PROGRAMS

Institutions Offering Full-time Commercial Courses at Post-Secondary Level

A. Admission Requirements: Baccalauréat

1. Institut Supérieur du Commerce, Paris
2. Ecole des Cadres du Commerce et des Affaires Economiques, Neuilly
3. Ecole Supérieure des Sciences Commerciales Appliquées, Paris
4. Ecole Supérieure de Commerce de Paris Toulouse
   " " " " " Lille Reims
   " " " " " Amiens Dijon
   " " " " " Le Havre Clermont-Ferrand
   " " " " " Rouen Lyon
   " " " " " Brest (annex at St. Etienne)
   " " " " " Poitiers Montpellier
   " " " " " Bordeaux Marseille
   " " " " (annex at Pau) Nice
5. Institut Commercial de Nancy
6. Institut d'Enseignement Commercial de l'Université de Grenoble
7. Institut d'Etudes Economiques, Lyons

B. Admission Requirements: CEP (certificat d'étude preparatoires)

1. Institut Supérieur d'Etudes Economiques et Commerciale, Paris
2. Institut Commercial de Normandie, Caen
3. Ecole Commerciale des jeunes filles, Paris
4. Ecole Nouvelle d'Organisation Economique et Sociale, Paris
5. Ecole Speciale de Préparation aux Affaires et Cadres Commerciaux, Paris
6. Ecole Commerciale des jeunes gens, Paris
7. Ecole de Préparation à la Pratique des Affaires

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*This appendix is not exhaustive but covers most of the institutions, especially those having collaborated with Marketing Science Institute in the survey of marketing education in France.

Institutions Offering Courses at Graduate Level

A. Institutions with courses in preparation for CAAE-- (certificat d'aptitude à l'administration des entreprises)

1. Institut d'Administration des Entreprises, Paris
2. Institut de Préparation aux Affaires, Lille
3. Centre de Préparation à l'Administration des Entreprises, Caen
4. Institut d'Administration des Entreprises de l'Université de Rennes
5. Institut de l'Administration des Entreprises, Poitiers (courses in Angoulème, Limoge, Niort, and Poitiers)
6. Institut de Préparation à l'Administration des Entreprises, Bordeaux
7. Institut de Préparation aux Affaires, Toulouse
8. Centre de Préparation au Certificat d'Aptitude à l'Administration des Entreprises, Dijon
9. Centre de Préparation à l'Administration des Entreprises, Nancy
10. Institut d'Economie Appliquée aux Affaires de l'Université de Strasbourg
11. Institut de Préparation aux Affaires, Montpellier
12. Institut d'Administration des Entreprises, Aix
13. Centre de Préparation à la Gestion des Entreprises, Grenoble
14. Institut de Préparation aux Affaires, Dijon

B. Other Institutions

1. Institut Européen d'Administration des Affaires, Fontainebleau
2. Centre des Sciences Humaines Appliquées

Institutions Offering Full-time Courses at Undergraduate Level

1. Ecole des Hautes Etudes Commerciales, Paris (HEC)
2. Ecole Supérieure des Sciences Economiques et Commerciales (ESSEC)
3. Ecole de Haut Enseignement Commercial pour les jeunes filles, Paris
4. Ecole Supérieure des Sciences Commerciales d'Angers (l'Université Catholique)
5. Ecole des Hautes Etudes Commerciales de Lille (l'Institut Catholique)
6. Institut d'Enseignement Commercial Supérieur, Strasbourg
7. Section Economique et Financiée de l'Institut des Etudes Politiques, Paris

Part-time or Evening Courses

1. College Libre des Sciences Sociales et Economiques

Part-time Courses for Businessmen

1. Centre de Perfectionnement dans l'Administration des Affaires, Paris--1-year course in Business Administration
2. Ecole d'Organisation Scientifique du Travail, Paris--3 with evening course in Marketing; 1-year evening course specializing in Sales Promotion and Research
3. Ecole Nouvelle d'Organisation Economique et Sociale, Paris (see also under II)--2 with evening course in Marketing
4. Centre d'Etudes Supérieures de la Distribution--1-year course
5. Institut National de la Formation des Cadres Supérieures de la Vente, Paris--2-year evening course in Marketing techniques
6. Institut des Hautes Etudes Publicitaires--1-year, full-time course, of which a large part is devoted to marketing
7. Institut de Contrôle de Gestion--a 2-year course of 16 monthly sessions in marketing
8. Centre Universitaire de Coopération Economique et Sociale, Nancy--an evening course in business management with some sessions on marketing topics (sessions are held in centers at Metz, Nancy, Longwy, and Belfont)
9. Chambre de Commerce des Deux-Sèvres, Niort--part-time course aimed at practical study of marketing and related business problems
10. Centre de Recherches et d'Etudes des Chefs d'Entreprises, Paris--4 with course spread out over 8 months (course in Business Administration, part is devoted to marketing management); sessions on marketing problems
11. Centre de Formation des Assistants Techniques du Commerce et Consultants Commerciaux--1-year, full-time course followed by refresher sessions to train as advisers to retailers and wholesale organizations
12. Stage d'Etudes de la Gestion des Entreprises, Paris--part-time course in business administration covering marketing management.
13. Cours des Sciences Commerciales et Administratives (Ecole des Hautes Etudes Commerciales)--1-year evening course for graduates of the school and other institutions of higher education, covering business administration and marketing.

14. Ecole Régionale d'Organisation Scientifique du Travail de Lille
15. Many of the university institutes for the preparation of the Certificate of Aptitude in Business Administration also offer seminars for top management.
16. Institut de Perfectionnement dans les Méthodes de Contrôle de Gestion--2-year, part-time course (total of 210 hours compulsory courses of which 25 are devoted to marketing and development of marketing techniques)
17. Institut d'Etudes Supérieures des Techniques d'Organisation Paris--full-time courses, 5 months at Institut and 4 months of practical training, of which 2 weeks are devoted to marketing

Professional Organizations with Study days and seminars

1. Commission de Distribution du Comité National de l'Organisation Française (CNOF), Paris
2. L'Association pour le Développement et l'Exploitation des Techniques des Etudes de Marchés (ADETEM), Paris
3. L'Institut de Recherches et d'Etudes Publicitaires (IREP), Paris
4. Centre d'Etudes de la Gestion Commerciale (CEGEC), Paris
5. Commission Générale d'Organisation Scientifique (CEGOS), Paris
6. Centre d'Etudes du Commerce, Paris
7. Association Française pour l'Accroissement de la Productivité, Paris (AFAP)
8. Commission Générale d'Organisation Scientifique, Neuilly
9. Service Interconsulaire du Commerce et de la Distribution, Paris
10. Institut Français du Libre Service
11. Association pour le Développement de la Formation Professionelle dans les Commerces du Gros et la Recherche Commerciale
12. Chambre de Commerce de l'Industrie,Angoulême
13. Association pour le Perfectionnement Pratique des Cadres des Entreprises Industrielles (in association with CETEM, CPCI, CPECO)
14. Sessions d'Information et Perfectionnement des Cadres (S et O)

APPENDIX 2

ECOLE DES HAUTES ETUDES COMMERCIALES, PARIS

A three-year undergraduate program

Enrollment in program: Total number of students is 900, equally divided between the three years (the number varies little from year to year)

(Examples on courses and enrollments)

Subject	Year of Study	Hours	Weeks	Enrollment 59/60	 62/63	Comments
Functional						
Advertising	3rd	8	8	300	300	
Marketing Management						
Marketing Policy and Research	2nd	20		300	300	15 study groups
Marketing Organization and Management	3rd	6	13	300	300	
Marketing Theory						
Distribution and Selling Techniques	1st	25		300	300	20 study groups
Sales Techniques	2nd	8		300	300	

ECOLE SUPERIEURE DE COMMERCE DE PARIS

(Centre des Etudes Supérieure
de la Distribution de Paris)

A three-year evening program

Subject	Hours	Enrollment 59/60	 62/63
Introductory	41	42	42
Functional	38	42	42
Industrial & Distribution	21	42	42
Marketing Management	12	42	42
Marketing Theory	11	42	42
Market Research	27	42	42
Independent Study	6	42	42

ECOLE SUPERIEURE DE COMMERCE DE PARIS (CONTINUED)

(The title of these courses not listed in the questionnaire--according to brochure)

Organization of Firms (including selling methods and retailing)	2nd year	2 hours per week
Accounting Anaysis (including pricing theory and policy)		1 hour per week
Organization and Techniques of Distribution (including marketing management, research, planning, etc.)	3rd year	2 hours per week
Advanced Distribution Organization (including retailing and wholesaling, pricing)	Specialization	1½ hours per week

ECOLE DE HAUT ENSEIGNEMENT COMMERCIAL POUR LES JEUNES FILLES, PARIS

A three-year day program

Subject	Hours	Weeks	Enrollment 59/60	Enrollment 62/63
Introductory				
Marketing Management	1	15	128	125
Functional				
Advertising	1	15	128	125
Distribution Channels	1	15	128	125
Management of Transportation	1	15	128	125
Sales Management	1	15	118	132
Buying	1	10	118	132
Pricing	1	5	118	132
Industry and Distribution Channels				
International Trade	2	15	118	132
(new specialization in third year since 1960)	4	30		25
Marketing Management				
Marketing Management and Organization	3	15	121	115

ECOLE DE HAUT ENSEIGNEMENT COMMERCIAL POUR LES JEUNES FILLES, PARIS (CONTINUED)

A three-year day program

Subject	Hours	Weeks	Enrollment 59/60	Enrollment 62/63
Marketing Theory				
Price Theory	2	5	128	125
Market Research				
Market Research	1	10	128	125
Third year specialization	4	30		15
Economic Forecasting and Decision Making	1	10	118	132
Seminars and Independent Study				
Extended Papers submitted on Marketing Topics			5	8

Note: Total enrollment 1959/60, 367 and 1962/63, 372.

CENTRE UNIVERSITAIRE DE COOPERATION ECONOMIQUE ET SOCIALE, NANCY

A evening extra-mural program for
engineers and middle-management

Subject[1]	Hours	Weeks	Enrollment 59/60	 62/63
Introductory				
Function of Distribution			(Given in 1963/64)	
Marketing Theory				
Financial Management of Firm[2] (1955/56)	62	24	125	60
Financial Cases[2] (Discussion) (1957/58)	30	24	26	
Market Studies			(58/59)	
Common Market	24	8	14	
Seminars				
Financial Seminars[2]	28	4 days	22	
Marketing Management				
Training for Management[3] Problems (1956/57)	62	20		42

Note: Number of students--1959/60, 210 and 1962/63, 160 (nonuniversity level).

[1] The courses offered tend to change from year to year.

[2] Includes problems of market research and pricing.

[3] Also includes pricing, inventory and distributive policy.

CHAMBRE DE COMMERCE DES DEUX-SEVRES, NIORT

Subject	Hours per week	Total Hours	Enrollment	
			59/60	62/63
Introductory				
Marketing Management	3	72		24
Functional				
Sales Management	2½	64	35	
Inventory Management	6	72		24
Industrial and Distribution				
The European Economic Community--its effect on Agriculture	2½	64	35	
Marketing Management				
Marketing Management in New Economic Conditions	2½	64	35	
Training Sales Representatives	2½	64	35	
Marketing Management and Analysis Marginal	2½	64	35	
Market Research				
Objectives and Methods of Advertising	2½	64	35	
Advertising Techniques	2½	64	35	
Advertising and Trade Exchanges	2½	64	35	

CENTRE DE PREPARATION A LA GESTION D'ENTREPRISE, GRENOBLE

1. A one-year program for CAAE
2. Series of seminars for management

Subject	Hours	Weeks	Enrollment 59/60	Enrollment 62/63
Introductory				
Marketing Management	30	10	40	60
Marketing Management				
Marketing Policy	12		40	50
Market Research				
Market Studies	12		40	50
Seminar & Independent Study				
64/65 Seminar and Enquiry on Marketing in the Isère				
Memos and Theses				
Special Sessions for Management on marketing methods applicable to industrial products, etc., research				

COLLEGE LIBRE DES SCIENCES SOCIALES ET ECONOMIQUES, PARIS

A two-year evening program--higher education and practical experience required

Subject	Months	Weeks	Enrollment 59/60	 62/63
Functional				
Advertising	5	5	244	332
Industry and Distribution				
Commerce and Distribution	5	5	244	332
International Trade	5	5	244	332
Market Research	5	5	244	332
Seminars and Independent Research				
Exportation Techniques	164	2 days		
French Firms and the 'Six' and 'Seven'	164	2 days (64/64)		

Note: Total enrollment in the evening Business Program increased from 515, 1959/60 to 629, 1962/63.

INSTITUT D'ADMINISTRATION DES ENTREPRISES, PARIS

A one-year evening program for CAAE

Subject	Hours	Enrollment 59/60	 62/63
Marketing Management	27 (lectures) 15 (discussion) 1½ hours each	423	581

Note: Enrollment 1964/65, 967.

INSTITUT D'ADMINISTRATION DES ENTERPRISES, BORDEAUX (CONTINUED)

A one-year program for CAAE

Subject	Months	Weeks	Enrollment 59/60	Enrollment 62/63
Functional				
Advertising	4	1	85	145
Analysis and Choice of Distribution Channels	6	2	85	145
Buying Function	4	1	70	90
Inventory Management	8	2	70	90
Industrial & Distribution				
Retailing & Wholesaling	10	3	70	90
International Trade	6	1		30
Agricultural Marketing	2	1		60
Marketing Management				
Marketing Manager	6	2	85	90
Marketing Policies	10	2	85	90
Marketing Theory				
Economic & Psychological Study of Demand	5	1	85	120

INSTITUT D'ADMINISTRATION DES ENTREPRISES, BORDEAUX (CONTINUED)

A one-year program for CAAE

Subject	Months	Weeks	Enrollment 59/60	Enrollment 62/63
Market Research				
Principles & Methods of Market Research	6	2	85	120
Independent Study				
3 doctoral theses on marketing topics				

A one-year evening program for CAAE

Subject	Hours	Weeks	Enrollment 59/60	Enrollment 62/63
Introduction to Marketing Management	4	1	85	145

INSTITUT D'ADMINISTRATION DES ENTREPRISES DE L'OUEST, NANTES

A one year program for CAAE

	Enrollment in Program Business Courses		
	59/60	62/63	
Evening University	60	111	(marketing courses are part of the programs, and taken by all students enrolled)

Courses on Marketing Management represent about 40 hours, which are spent over the first six classifications.

In addition to their regular program, the Nantes center organized in 1963/64 a series of lectures on "Marketing Research in Firms." These were six three-hour lectures. A new series on "Sales Management" was planned for 1964/65.

APPENDIX 3

INSTITUT D'ADMINISTRATION DES ENTREPRISES PARIS

	Number of Students Enrolled						
	Total	Law	Arts	Sciences	Pharmacy	Engineering	Other Origin[1]
1955-1956	121	80	11	9	11	4	6
1956-1957	183	87	10	20	12	36	18
1957-1958	317	159	24	24	9	97	4
1958-1959	465	177	47	13	13	184	31
1959-1960	423	150	35	27	18	162	31
1960-1961	407	124	26	28	22	155	42
1961-1962	533	163	29	50	16	212	63
1962-1963	581	172	26	71	31	238	43
1963-1964	714	117	20	68	40	356	113

APPENDIX 3 (CONTINUED)

INSTITUT D'ADMINISTRATION DES ENTREPRISES PARIS

	Number of Students Enrolled in Percentage					
	Law	Arts	Sciences	Pharmacy	Engineering	Other Origin[1]
1955-1956	66.0%	10.0%	6.5%	10.0%	3.0%	4.5%
1956-1957	47.5	5.5	12.5	6.5	18.0	10.0
1957-1958	50.0	7.5	7.5	2.5	30.5	2.0
1958-1959	38.0	10.0	3.0	3.0	39.0	7.0
1959-1960	35.0	9.0	7.0	5.0	36.0	8.0
1960-1961	30.0	6.5	9.5	5.5	38.5	10.0
1961-1962	30.6	5.5	9.0	3.0	39.9	12.0
1962-1963	29.7	4.6	12.2	5.3	41.0	7.2
1963-1964	16.4	2.8	9.5	5.4	50.0	15.8

APPENDIX 3 (CONTINUED)

INSTITUT D'ADMINISTRATION DES ENTREPRISES PARIS

	Total Number of Diplomas	Number of Diplomas Awarded					
		Law	Arts	Sciences	Pharmacy	Engineering	Other Origin[1]
1955-1956	42	27	5	4	1	3	2
1956-1957	51	30	2	6	1	7	5
1957-1958	108	37	9	2	2	56	5
1958-1959	95	35	8	4	2	44	2
1959-1960	96	34	7	8	3	34	10
1960-1961	87	34	3	4	6	30	10
1961-1962	102	34	6	7	3	37	15
1962-1963	83	18	1	6	4	42	12

Source: Institut d'Administration des Entreprises, Brochure, 1964-65, p. 162.

[1] Others include students with diploma from IEP, HEC, ESC.

APPENDIX 4

TABLE OF CONTENTS OF TRAITÉ D'ECONOMIE COMMERCIALE*
(TREATISE ON ECONOMICS OF TRADE)

Introduction

- Chapt. I Ideas on the historical development of trade
- Chapt. II Place of trade in economic activity
- Chapt. III The consumers

Part I--Function of Distribution

Introduction--Objectives--Means

I. Elements of the Distributive Function

- Chapt. I The wholesaling function
- Chapt. II The retailing function
- Chapt. III The functions of intermediaries

II. Factors in Distribution

- Chapt. I The markets (concrete, e. g., good, abstract; e. g., stock exchange--"a terme," "futures"
- Chapt. II Fashion
- Chapt. III Advertising--definitions, physchological mechanism, means, economic role, social role
- Chapt. IV Particular forms of retailing--mail order, automats, self-service, credit, bonuses, retail price maintenance

Part II--Structure of Distribution in France

I. Legal Background to Distribution

- Chapt. I Govt. intervention in distribution
- Chapt. II Legal framework to distribution, i. e., general regulations, special regulations

II. Different Types of Retail and Wholesale Firms

- Chapt. I Classifications and statistics
- Chapt. II Local retailers
- Chapt. III Large-scale retailers
- Chapt. IV Consumer co-operatives

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* Marcel Rives, TRAITE D'ECONOMIE COMMERCIALE, Presses Universitaires de France.

III. Overall Picture of the Distributive Structure

- Chapt. I Respective places of different types of firms
- Chapt. II Distribution channels
- Chapt. III Development of structure of distribution
- Chapt. IV Geographic pattern of trade in France
- Chapt. V Professional and union organizations in trade

Part III--Cost of Distribution and Commercial Policy

I. Cost of Distribution

- Chapt. I Definition and general observations
- Chapt. II Elements of cost of distribution
- Chapt. III Evaluation of cost of distribution

II. Commercial Policy

- Chapt. I Productivity of trade--definition, measure
- Chapt. II Role of public powers
- Chapt. III Technical progress in retail and wholesale firms
- Chapt. IV Coordination between production and distribution
- Chapt. V Coordination of economic functions between retail and wholesale firms
- Chapt. VI Distribution and consumption

VII. GREECE[1]

A. GENERAL EDUCATION SYSTEM

Primary and Secondary Schools

School attendance in Greece is compulsory for six years beginning at age six; and an additional compulsory three years is now being effected as more schools, equipment, and teachers are being acquired. Of course, public school education is free.

In his first six years of education at elementary school the pupil receives instruction in religion, Greek, history, mathematics, science, geography, arts and crafts, singing, and physical education. Upon completion of this first stage of education, pupils are registered without entrance examinations in either a gymnasium of general education, or of vocational orientation. Basic subjects taught in the school of general education, which is comparable to the American junior high school, are classical and modern Greek, mathematics, science, history, and either English or French.

After the gymnasium compulsory schooling terminates, and pupils having attended the gymnasium of general education may take an exam for entrance to the lyceum. Offering a curriculum in the same basic subjects as the gymnasium but, of course, on a higher level, the lyceum prepares for eventual entrance into a profession, political post, or institution of higher education. Those students having attended a _gymnasium_ of vocational orientation may continue to secondary commercial or technical schools.

A _lyceum_ certificate is awarded upon successful completion of secondary school, but this alone does not entitle the holder to entrance into higher education. The student must first obtain the academic certificate, this being awarded after passing exams in certain subjects which are conducted by examination boards on a specified date in various cities. The academic certificate is of two types: one enabling the holder to enter faculties of theology, philosophy, and law; the other, faculties of science, medicine, dentistry, agriculture, forestry, and polytechnic schools. Both types of certificates are considered equivalent for entrance to any other faculty.

Each kind of school--elementary, _gymnasium_, and _lyceum_--operates under a separate administration, with separate staff and records.

Higher Education

Without entrance examinations but on the basis of the student's general rating on his academic certificate, candidates matriculate in the higher education school of preference within the physical capacity of the institution.

There are eight officially recognized institutions of higher education in Greece:

Athens

1. University of Athens (the oldest institution of higher education in Greece, founded in 1837), modeled after German university systems and comprising Schools of Theology, Philosophy, Law, Medicine, and Physics-Mathematics.
2. National Metsovion Polytechnic Institute, with Schools of Civil Engineering, Architecture, Mechanical Engineering, Chemical Engineering, and Fine Arts.
3. Athens School of Economics and Commercial Science, divided into two branches in the last two years of studies:
    a. Economics and
    b. Business Administration.
4. Athens School of Agriculture.
5. Panteios School of Political Science and Public Administration.

Salonica

6. University of Salonica, comprising Schools of Philosophy, Law and Economics, Physics-Mathematics, Agriculture, Theology, Medicine, and Engineering.
7. Salonica School of Industry.

Piraeus

8. Piraeus School of Industry.

The institutions under 1-6 are state-owned, while the schools of industry under 7-8 are privately sponsored with university status (though not fully equivalent to state-owned universities).

All these institutions are under the jurisdiction of the Ministry of Education but maintain considerable independence.

Administrative officers are teaching professors elected by faculty members every year or two (depending on the statutes of the institution). Institutions under 1-6 are governed by a rector and a senate of five professors (including the past and present rectors, the rector-elect for the following term, and two other professors); each school in institutions under 1, 2, and 6 is headed by an elected dean; and institutions under 7 and 8 are governed by a dean and board of trustees.

Although all these schools receive support in the form of endowments and gifts, the major portion of income is derived from the government. As of the academic year 1963-64 all education in Greece, including that at the higher level, is offered free of tuition fees or other charges.

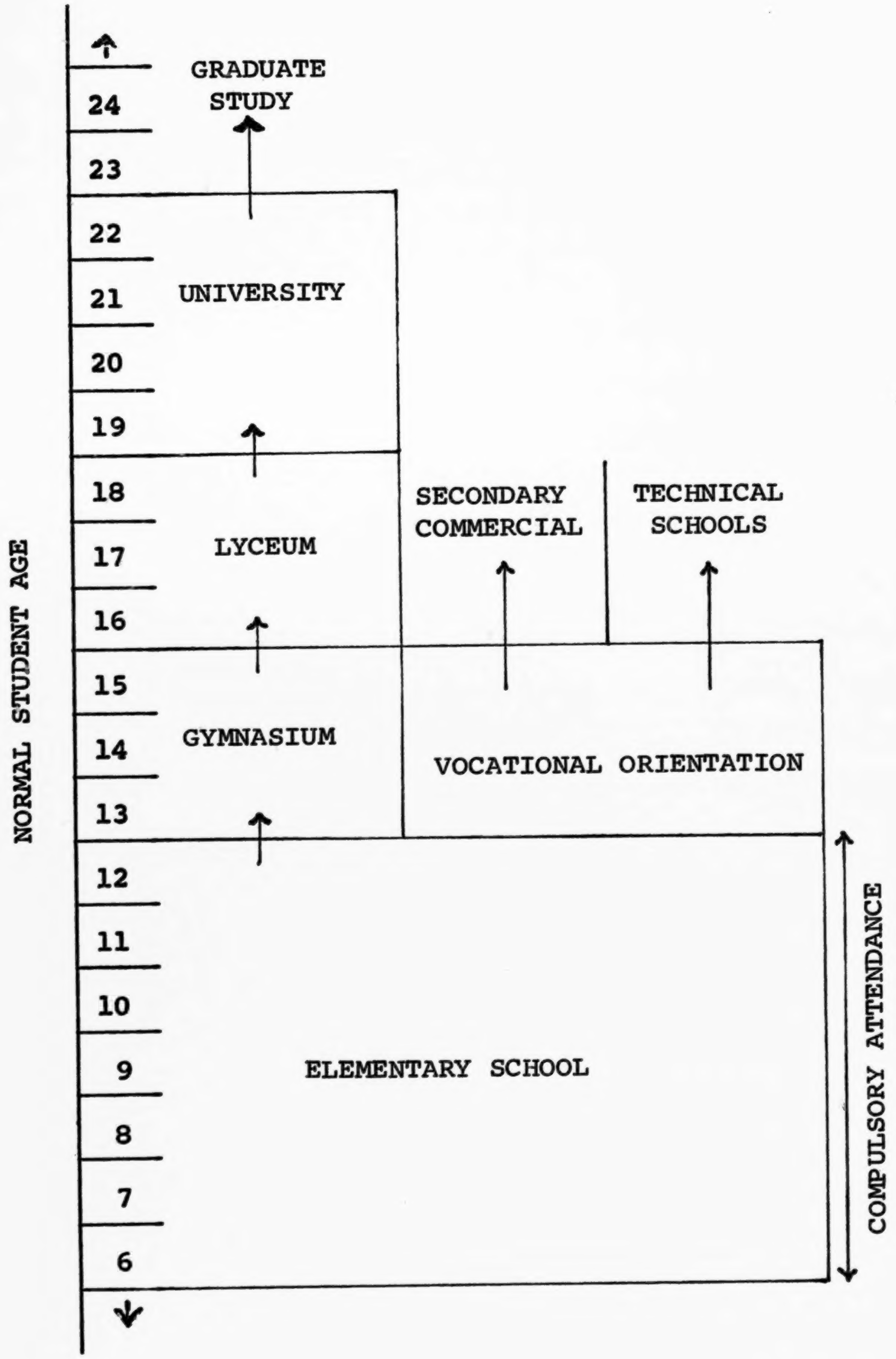
Degrees conferred are:

1. A graduate degree (ptychion) corresponding to the French licence or American bachelor's degree;
2. A doctor's degree, conferred only by institutions under 1-6.

Courses leading to a graduate degree last four years, with the exception of the Schools of Medicine and of Civil Engineering which require five years. In most schools lecture attendance is not obligatory, other than in laboratory or other practical work. Students take examinations in all courses undertaken at the end of the academic year; and upon completion of studies, usually between ages twenty-two and twenty-five, a graduate examination is given. Promotion examinations are held in June, and students who fail in

TABLE 1

GREECE


NORMAL STUDENT AGE
24
23
22
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6
GRADUATE STUDY
UNIVERSITY
LYCEUM
GYMNASIUM
SECONDARY COMMERCIAL
TECHNICAL SCHOOLS
VOCATIONAL ORIENTATION
ELEMENTARY SCHOOL
COMPULSORY ATTENDANCE

one or more subjects are re-examined in October. Graduation examinations are held in October, with re-examinations in February and May.

The doctor's degree, as in most European countries, is conferred following:

1. Independent work under the supervision of the responsible professor (as distinct from compulsory attendance of special courses as in American universities).
2. Submission of an original dissertation, which the candidate is required to defend before the faculty.

The entire procedure of obtaining a doctorate is exceptionally rigorous; as a result, candidates are usually between thirty and forty years of age. As evidence of the exacting requirements, the Athens School of Economics and Commercial Science has conferred only 30 doctorates over its 44 years of operation; and similar examples could be cited from other institutions.

The teaching staff of these schools consists of full professors, associate professors, assistant professors, and faculty assistants, all of whom are elected by the respective faculties and are appointed by the Minister of Education. Full professors have tenure of office.

B. MARKETING EDUCATION

University Level

The following three institutions are those offering marketing courses of a continuing character and which might be considered as corresponding to the business schools in American universities:

1. Athens School of Economics and Commercial Science
2. Piraeus School of Industry
3. Salonica School of Industry

Athens School of Economics and Commercial Science

The Athens School of Economics and Commercial Science, a state-owned university, was established in 1920 and offers education and degrees at both undergraduate and graduate levels, as well as an executive development program at postgraduate level.

The undergraduate program of the school runs four years and beginning the third year is divided into two branches: Economics and Business Administration (Commercial Science).

In the final year of studies marketing is included in the Business Administration branch as a subdivision of Business Economics,[2] total course length being about 25 hours per year (three hours per week over two months). The course is of an introductory nature and covers the following:

1. Introduction
2. The marketing function in the business enterprise
3. Increasing importance of marketing in the modern economy
4. Marketing research
5. Market analysis
6. Sales budgeting
7. Selection and effective use of marketing channels
8. Sales policies
9. Sales promotion
10. Advertising
11. Control of selling activities and costs
12. Export marketing
13. Marketing problems arising from the association of Greece with the EEC.

During the academic year 1963-64 in the Athens School of Economics and Commercial Science, 364 (10.6 percent) students, out of a total of 3,438 enrolled, studied marketing as part of their fourth-year program in the Business Administration branch. This represents an increase of about 16 percent over the corresponding number of 311 in the academic year 1959-60, when the marketing course was initiated. In view of the fact that the number of students almost doubled between 1959-60 and 1963-64, it is fair to estimate that the next three years will show an increase of at least 50 percent over 1963-64. It is further anticipated that the number of marketing course hours will gradually be increased.

It must be remembered, however, that since the individual subjects in all curricula in Greece are determined by the statutes of the schools, the number of students registered for marketing courses does not reflect student choice (as in American universities); any increase in such number from one year to another is to be attributed entirely to a corresponding increase in total student enrollments.

On the graduate level candidates for a doctor's degree work independently but under the supervision of the responsible professor; thus, there are no scheduled courses at this level. One of the doctoral dissertations approved in the last few years was on a marketing subject: "Organizational Problems of the Department Stores."

At the postgraduate level the Athens School of Economics and Commercial Science offers training in business administration through an executive development program of its Institute of Business Administration (established in 1962). This program consists of two years of studies: one preparatory year and one year of specialization. Graduates in economics or business administration are directly admitted into the second year of specialization; graduates in any other field must attend courses both years. Courses are held from 6:00 to 9:00 p.m., five days a week, over about a 25-week period. Participants' ages range from thirty-five to forty, a number being senior level managers in large business organizations. Faculty members include professors of the Athens School of Economics, as well as Greek specialists and visiting foreign professors and lecturers.

Introductory marketing is one of 13 subjects in the curriculum of the specialization year, totaling some 30 hours annually. Teaching methods are lectures, case studies, seminars, and panel discussions under the direction, and with the participation, of foreign professors. As evidence of the importance of marketing in this program, the faculty consisted of two specially invited American professors in the academic year 1962-63, and of the same professors plus a European specialist in the academic year 1963-64. Also, leading Greek businessmen with interest in marketing participated in the course's panel discussions.

The following are some of the topics covered in the postgraduate course:

1. The place of marketing management in the business firm.

2. Marketing research methods and their use.
3. Marketing development in the European Economic Community.
4. Foreign marketing.
5. Choice of channels of distribution for consumer goods in foreign markets.
6. Promotional decision making.
7. Training of the sales force.

Of a total of 151 participants in the Institute's program during the academic year 1963-64, 105 (or 69.5 percent) were registered in the specialization year and attended this marketing course as against 210 in 1962-63 when the program was initiated. This represents a decrease of 50 percent but can be explained by the fact that an exceptionally large number of students, intrigued by this new course, registered during the first year of the Institute's operation. The number of students in 1963-64 is considered more satisfactory, since effectiveness of such a program suffers by too many participants. No increase in number is anticipated, at least in the next few years. On the contrary, the School may decide to limit the number of future participants through severe selection methods.

Piraeus School of Industry

The Piraeus School of Industry, a private organization which was recently recognized as an official institution of higher education, offers only a four-year undergraduate program, the curriculum of the first three years being identical for all students. Fourth-year students, however, are given the choice of attending courses in one of the following four departments of the school:

Department of Statistics
Department of Management
Department of Shipping
Department of Social Studies

In the fourth year marketing is included in the curriculum of the Department of Management as a subdivision of the general subject of business economics, total annual hours being about 50 (two hours per week). The following is a brief outline of the course (introductory in nature) as described in the school yearbook:

> "Marketing: definition; special nature of marketing principles; evolution of marketing in the United States and Europe with particular reference to Greece; market research; objectives, uses, and methods (statistical data--sampling methods); sampling techniques and its applications in market research; sales promotion; problems of procurement, storage, packaging, and transportation; selection of the most appropriate channels of distribution; sales policy; price policy; selling methods; advertising policy."

Of a total enrollment of 2,916 students in the Piraeus School of Industry during the academic year 1963-64,45 students (1.5 percent) registered for the fourth year of studies in the Department of Management in which marketing is taught. This represents an increase of about 50 percent over the 1958-59 year and reflects an increase in total student enrollment, as well as student choice of the Department of Management. It is expected that the above number will be increased by about 50 percent over the next three years.

Salonica School of Industry

The Salonica School of Industry is a private institution sponsored by the Union of Industrialists of Macedonia-Thrace and other organizations and has only recently been officially recognized as an institution of higher education.

This school also offers only a four-year undergraduate program. The curriculum of the first three years is identical for all students, but fourth-year students choose courses of one of the following two departments:

Department of Management
Department of Economics

In the fourth year marketing is included in the curriculum of the Department of Management as a subdivision of the general subject of business economics, total annual hours being about 50 (two hours per week). Course content is along the same lines as that of the Piraeus School of Industry.

Of a total enrollment of 1,034 students in the Salonica School of Industry during the academic year 1963-64, 69 students (6.7 percent) were enrolled in the Department of Management in the fourth year. This represents a decrease of five percent compared with the academic year 1960-61 in which the marketing course (as well as all other courses of the Department of Management) was initiated. As total enrollment has since increased, this decline can probably be attributed to reduced student interest in the Department of Management's curriculum. It is expected, however, that the above number will rise by about 30 percent in the next three years; this expectation seems justified in view of the increasingly important participation of Macedonia in the industrial development of Greece.

Nonuniversity Level

Courses in marketing at an adult level of a continuous nature are also offered by the following privately sponsored institutions of nonuniversity status:

American Pierce College for Girls
School of Journalism

In addition to these, some marketing seminars of short duration have been organized at irregular intervals by the Greek Productivity Center (a government-sponsored institution of nonuniversity status) and the Greek Management Association (a privately sponsored institution of nonuniversity status). These have had considerable success by introducing scientific marketing principles and modern management methods to middle and senior level managers, and by stimulating interest among Greek businessmen in the application of such principles. However, in view of their noncontinuing nature, these seminars are not discussed here.

Pierce College for Girls

The Pierce College for Girls in Athens is an American college which, besides offering education at high school level, has a higher division consisting of three years of undergraduate courses which are recognized as credits for a bachelor's degree in the United States. The age range in this division is between eighteen and twenty-four.

Marketing is included in the curriculum of the third year of studies in the higher division, with three hours a week over a period of four months (one school semester), or a total of about 50 hours annually.

The above marketing course can be briefly described as follows:

Marketing: general principles of marketing, marketing functions, sales promotion, market research, distribution channels.

Advertising: introduction, advertising mix, advertising media, slogans, economic and social impact of advertising, advertising agencies.

Course time spent on both general marketing and advertising is about the same: 25 hours annually for each. This emphasis on advertising might well be attributed to the fact that the present teacher specializes in that field and manages one of the leading advertising agencies in Athens.

Of a total of 95 students registered in the higher division in the academic year 1963-64, 25 (26.3 percent) were in their third year. This represents a 50 percent increase over the previous year (1962-63), when the course was initiated, and reflects a general increase in student enrollments in the higher division. It is expected that the above number will be increased by about 20 percent over the next three years, particularly in view of the fact that as of the academic year 1965-66 the Pierce College will offer full undergraduate programs in business administration, sociology, and psychology, leading to a bachelor's degree conferred by the college itself.

School of Journalism

This is a private school in Athens, offering two years (each of eight months' duration) of evening classes in journalism. A certificate (not officially recognized) is granted on completion of these studies. Students' ages range from twenty-five to thirty-five.

TABLE 2

STUDENT ENROLLMENT

	Number of Students						
	1963-64						
	Hourly Annually	Total School	Marketing Courses	Percent of Total School	Change in Enrollment (Percentage)	Year By Comparison	Expected Increase 1965-1968 (Percentage)
Athens Grad. Sch. of Economics and Commercial Science:							
(a) Undergrad. prog.	25	3,438	364	10.6	+16	1959-60	+50
(b) Postgrad. prog.	30	151	105	69.5	-50	1962-63	-
Piraeus Sch. of Indus.	50	2,916	45	1.5	+50	1958-59	+30
Salonica Sch. of Indus.	50	1,034	69	6.7	- 5	1960-61	+30
Pierce College (higher division)	50	95	25	26.3	+50	1962-63	+20
School of Journalism	30	160	60	37.5	+25	1959-60	+10
TOTAL	235	7,794	668	8.5	- 1		+34
Breakdown:							
Undergraduate programs	205	7,643	563	8.4	+21		+40
Postgraduate program	30	151	105	69.5	-50		-
Introductory Marketing	195						
Functional	40*						
Day courses	175	7,483	503	6.7	+19		+44
Evening courses	60**	311	165	53.0	-35		+ 3

*25 hours in Pierce College and 15 hours in School of Journalism

**Athens School of Economics postgraduate program; and School of Journalism

TABLE 3

TIME SPENT ON INDIVIDUAL SUBJECTS IN THE TOTAL MARKETING PROGRAM

Indicative Allocation of Time:

I. Athens School of Economics and Commercial Science

A. Undergraduate level:

1.	Introduction, Marketing Function, Increasing Importance of Marketing in Modern Economy	5 hours
2.	Marketing Research, Market Analysis (with one case)	8 "
3.	Sales Budgeting	4 "
4.	Marketing Channels, Selling Policies, Sales Promotion, Advertising, Control of Selling Activities and Costs	4 "
5.	Export Marketing, Marketing Problems arising from the association of Greece with the EEC	4 "
		25 hours

B. Postgraduate level:

1.	The Place of Marketing Management in the Business Firm	4 hours
2.	Marketing Research Methods and Their Use	6 "
3.	Marketing Developments in the EEC	2 "
4.	Foreign Marketing	4 "
5.	Channels of Distribution in Foreign Markets	2 "
6.	Promotion Decision Making	2 "
7.	Training of the Sales Force	2 "
8.	Case Discussions	8 "
		30 hours
	Total	55 hours

TABLE 3 (CONTINUED)

TIME SPENT ON INDIVIDUAL SUBJECTS IN THE TOTAL MARKETING PROGRAM

II. Pierce College for Girls	
A. Marketing:	
1. General Principles	4 hours
2. Marketing Functions	4 "
3. Sales Promotion	4 "
4. Market Research	9 "
5. Distribution Channels	4 "
	25 hours
B. Advertising:	
1. Introduction	6 hours
2. Advertising Mix	3 "
3. Advertising Media	8 "
4. Slogans	2 "
5. Economic and Social Impacts	4 "
6. Advertising Agencies	2 "
	25 hours
Total	50 hours
III. School of Journalism	
A. Marketing	
1. General Principles	3 hours
2. Marketing Functions	2 "
3. Sales Promotion	2 "
4. Marketing Research	6 "
5. Distribution Channels	2 "
	15 hours
B. Advertising:	
1. Introduction	2 hours
2. Advertising Mix	2 "
3. Slogans	1 "
4. Advertising Media	6 "
5. Economic and Social Impact	2 "
6. Advertising Agencies	2 "
	15 hours
Total	30 hours

One hour per week of marketing is included in the curriculum of the second year of studies, making a total of about 30 hours. Course content is the same as in Pierce College, as both courses are taught by the same person.

Of a total of 160 students enrolled in the school in the year 1963-64, 60 (37.5 percent) were registered in the second year of studies, thereby attending the marketing course. This represents a 25 percent increase over the school year 1959-60, when the course was initiated, and reflects an increase in the total student enrollment. It is expected that the above number will be increased by about 10 percent over the next three years.

Conclusion

Greece is in the course of fairly rapid industrial development and as part of the European Economic Community is faced with increasingly serious marketing problems, chiefly related to efforts to promote exports.

But although marketing education in Greece is, at present, very limited and mostly of an introductory nature, it should not be overlooked that almost all marketing courses available have only recently been initiated--evidence of a growing interest in this field of study.

The following summary on marketing education in Greece may be drawn from the preceding tables:

1. Marketing is taught in five schools, three of which are officially recognized institutions of higher education in economics and business.

2. A total of 235 hours was devoted to marketing courses in the academic year 1963-64. Of this total, 205 hours (or 87 percent) were at the undergraduate level, and 30 hours (or 13 percent) in an executive development program at postgraduate level; 195 hours (or 83 percent) were devoted to introductory marketing, and 40 hours (or 17 percent) to a functional subject: advertising; 175 hours (or 75 percent) represent day courses, and 60 hours (or 25 percent) represent evening courses.

3. Of a total enrollment of 7,794 students in the above schools in the academic year 1963-64, 668 students (or 8.5 percent) were registered in classes in which marketing is taught. Of this total, 503 students (or 75 percent) were registered in day courses and 165 students (or 25 percent) in evening courses.

4. The above number compares with a total of 676 students registered in marketing classes in the year 1958-59, or in the years in which the respective marketing courses were initiated after 1958-59, and represents a net decrease of 1 percent over the latter. An analysis of this figure shows that there was a net increase of 21 percent in the undergraduate programs, counterbalanced by a decrease of 50 percent at postgraduate level. The latter is due to reasons already explained and, far from being unsatisfactory, is considered desirable for a greater effectiveness of the respective program.

5. It is expected that total enrollment in marketing classes will increase by 34 percent over the next three years. An analysis of this figure shows that no increase is expected at the postgraduate level, while the expected increase at the undergraduate level is 40 percent. The latter reflects a significant increase in the number of first-year students admitted to the three institutions of higher education (Athens School of Economics, and Piraeus and Salonica Schools of Industry) in the academic year 1963-64, and who are expected to be in the fourth year classes in which marketing is taught in the academic year 1966-67.

VII. FOOTNOTES

1. Material for this chapter was prepared and assembled into a comprehensive report by Dr. Mario Meimaroglou, the Athens Graduate School of Economics and Business Science, Athens, Greece.

2. General subjects correspond to the existing professional chairs according to the statutes of the school and, in many cases, are subdivided into two or more subjects, all of which are taught by or under the responsibility of the professor holding the respective chair. This gives flexibility in effecting program changes without modification of the statutes. According to the program now in force, Business Economics is subdivided into: a) Management, b) Financial Management and Budgeting, c) Cost Behavior and Profit Control, and d) Marketing; a total of six hours per week is devoted to Business Economics (three hours in the third and three in the fourth year of studies in the Business Administration branch).

VIII. REPUBLIC OF IRELAND[1]

A. GENERAL EDUCATION SYSTEM

Primary and Secondary Schools

Education in the Republic of Ireland is compulsory between the ages six to fourteen. In practice, school attendance from the age of four is usual throughout the country, both in urban and in rural areas.

Primary education, for the vast majority of children, is given in State-supported schools known as "national" schools. Children may be enrolled in these schools at the age of four and may remain in attendance--and a small number do so--up to the age of eighteen. There is also a number of private primary schools not formally recognized by the State and supported entirely by pupils' fees. Secondary education is given in schools (age range twelve to thirteen to eighteen to nineteen) and in schools of a basically practical type known as "vocational" schools (age range of full-time attendance usually thirteen to fourteen to fifteen to sixteen). School fees are charged in secondary and vocational schools, while state support is also given.

For the most part, national and secondary schools originated as private and popular institutions, whereas vocational schools are of public foundation. Today the vast majority of national schools are basically parochial schools of a denominational character, usually managed by a clergyman.

The secondary schools, too, mainly of religious foundation, remain fundamentally private, independent institutions and are generally owned and operated by religious orders with state recognition. Vocational schools are under the management of local committees. Note that the State itself does not found or conduct schools, but assists other parties in doing so.

Pupils who intend to leave school on completion of the compulsory period generally remain at the national school until then, but as a rule those who intend to continue beyond the compulsory period transfer to a secondary or a vocational school at twelve or thirteen years of age. Fifty-six percent of the fourteen to fifteen age group, 45 percent of the fifteen to sixteen age group, and 34 percent of the sixteen to seventeen age group are in full-time attendance at some form of continuation education beyond the compulsory period.

SCHOOLS AT PRIMARY AND SECONDARY LEVELS 1963-64

	National Schools	Secondary Schools	Vocational Schools
Number of Schools	4,864	569	315
Number of Pupils Enrolled	502,059	89,205	29,689 (full-time day)
Number of Teachers	14,218	6,161	3,722 (full-time and part-time)

The secondary school curriculum leads at about the age of fourteen to the Department of Education's Intermediate Certificate examination, and at about the age of sixteen to the Leaving Certificate examination. This latter examination provides exemption from the matriculation examination--the prerequisite to university attendance--in the subjects passed. Less than five percent of all school children go on to university education; this is equivalent to approximately 30 percent of those who obtain the School Leaving Certificate.

Universities

The Republic of Ireland's two universities are the University of Dublin (usually referred to by the name of its single constituent college, Trinity College, Dublin, or T.C.D.) and the National University of Ireland (N.U.I.) with its three constituent colleges, University College, Dublin, (U.C.D.), University College, Cork, (U.C.C.), and University College, Galway, (U.C.G.). The University of Dublin was founded in 1592 and is a private institution governed by the Board of Trinity College, together with a Senate which confers degrees. The National University dates from 1908 when an Act was passed federating the colleges in Dublin, Cork, and Galway, that had been founded in the mid-nineteenth century. The N.U.I. governing body is a Senate which makes major appointments, but each constituent college has its own governing body, controls its own finances, and conducts its own examinations.

The number of full-time students at the universities has risen rapidly in recent years to a level of 12,984 in the 1964-65 session. Allowing for the substantial numbers of students from outside the Republic, the number of university students from within the Republic is about 372 per 100,000 of the population. Approximately 74 percent of students are men and 26 percent women. The number and types of faculties at the four university colleges are for the most part similar, but the bachelor's degree program at the three N.U.I. colleges runs three years, and that at T.C.D., four.

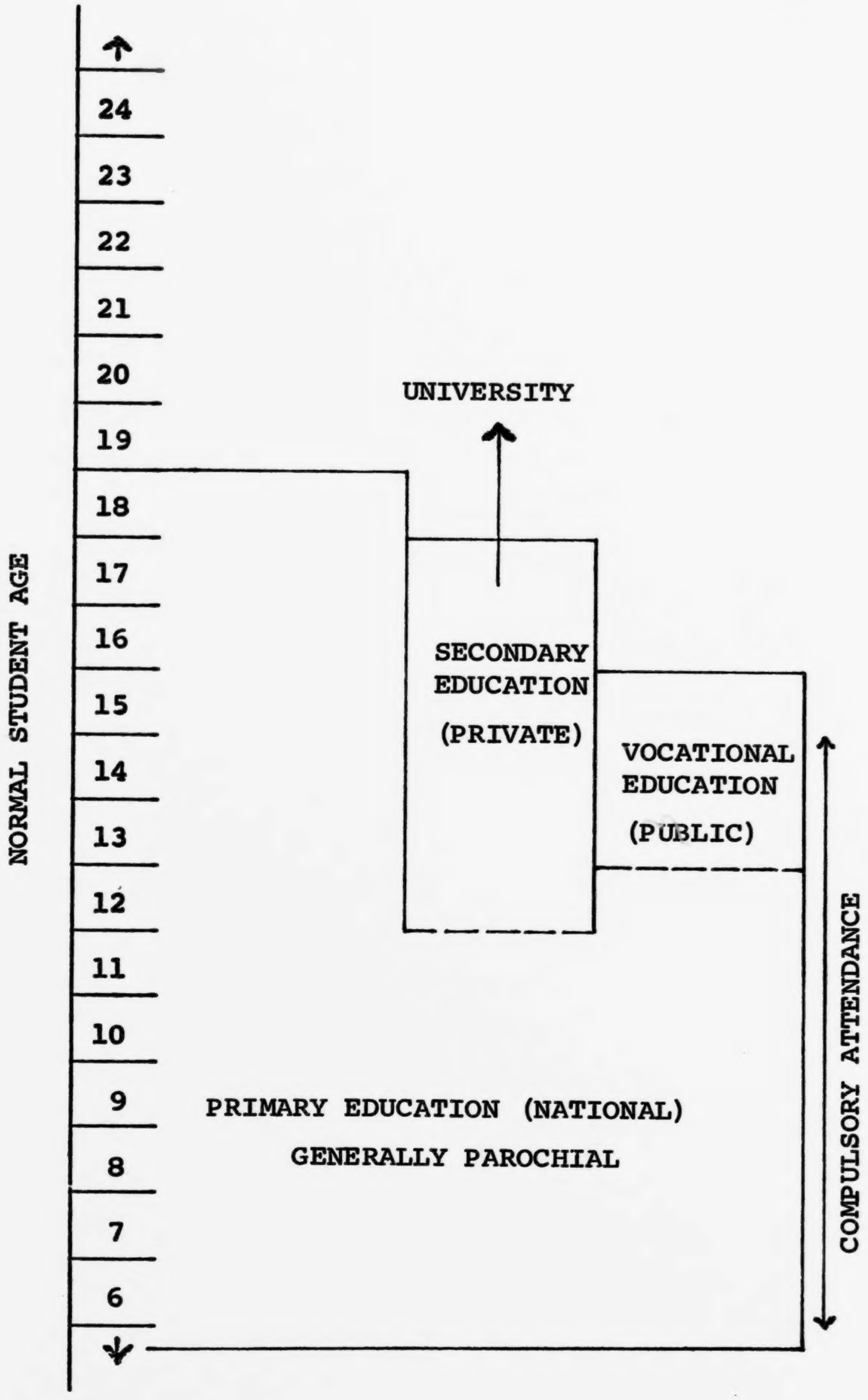
B. BUSINESS AND MARKETING EDUCATION

Background

As is the case in many countries, the Republic of Ireland has only recently begun to take steps toward establishing higher-level marketing courses. The following factors should be noted as probably having mitigated the need for, or deterred the development of, marketing education in this country:

1. During Eamon de Valera's administration as Prime Minister (all but six years between 1932 and 1959), the predominant economic policy was isolation and self-sufficiency. High tariff barriers against foreign trade were introduced to promote home industry, thereby discouraging foreign investment in the Republic of Ireland.
2. Irish exports have had a ready made market in the United Kingdom (75 percent of their 1964 exports), in which country almost all Irish goods are exempt from custom duties. (Under an impending free trade agreement, all Irish goods will soon be exempt from British custom duties.)
3. Business firms in Ireland are predominantly small-scale operations. In 1956, according to figures quoted in an Irish Management Institute Report of 1956, out of a total of over 4,500 firms (excluding wholesale and retail outlets), only 37 employed more than 500 people.[2]

REPUBLIC OF IRELAND


NORMAL STUDENT AGE
24
23
22
21
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15
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13
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11
10
9
8
7
6
UNIVERSITY
SECONDARY EDUCATION
(PRIVATE)
VOCATIONAL EDUCATION
(PUBLIC)
PRIMARY EDUCATION (NATIONAL)
GENERALLY PAROCHIAL
COMPULSORY ATTENDANCE

4. In the past many Irish companies have had no particular need or drive to develop their own distribution channels, since they utilized those of well-established British or continental companies.

But with the publication in 1958 of the document now referred to as the First Program for Economic Expansion, and with the succession of Sean Lemass as Prime Minister in 1959, the economic ideas of the government were almost completely reversed. Since then the aim has been to promote foreign trade and to encourage foreign investment in Ireland. In 1963 Lemass launched the Second Program for Economic Expansion, a seven-year plan designed to raise the country's gross national product by 33 percent by 1970. Industrial exports are already on the rise, having shown an increase of 92 percent in 1962 over 1958. Because of a lack of adequate planning for this rapid growth and the subsequent changes in economic relationships, certain inefficiency has resulted. Adaption to the new circumstances is a major challenge to the management ability of Irish firms.

Universities

All three N.U.I. colleges offer bachelor's degrees in commerce (B.Comm.); and Dublin University (T.C.D.), a degree in business studies (B.B.S.). The latter degree, introduced in 1962, has now replaced the former B.Comm. degree at T.C.D. Of a total of 2,065 first degrees awarded in Ireland in the 1962-63 academic year, 181 (or about 9 percent) were in the field of commerce.

In its 1956 Report the IMI had commented: "Subjects of the B.Comm. courses are, with a few exceptions, taught as academic disciplines rather than with an eye to vocational needs...."[3] In 1958-59 changes were made in the B.Comm.

curriculum both at University College, Dublin, (U.C.D.) and at T.C.D. in line with the recommendations of the IMI Report. Later, in its 1962 Report,[4] the IMI stated that the function of the B.Comm. was to provide a university education with a general knowledge of business and its place in society, but that management education as such is better given at a graduate level. It was in accordance with the thinking behind this report that T.C.D. introduced its B.B.S. (Bachelor in Business Studies) degree course in 1962, replacing the B.Comm.

The B.B.S. program at T.C.D., like its predecessor the B.Comm. course, extends over four years and offers instruction in a broad range of foundation courses: accounting, ecomonics, geography, history, law, political science, psychology, and statistics. Under the old B.Comm. course marketing was an optional subject offered in the fourth year, and involving one hour of lectures a week. The new B.B.S. course includes marketing as an integral part of Administration in the fourth year. Between 50 and 60 students have graduated annually as B.Comm.'s in recent years, while the B.B.S. intake has risen from 45 in each of its first three years to 75 in 1965-66.

On the undergraduate level at the University College, Dublin, (N.U.I.), there is a marketing course of one hour a week in the third and final year of the B.Comm. program. In 1964-65 there were 80 day and 60 night students in the final year. As of the 1965-66 school year, a specific course devoted to marketing is being offered, which includes a general introduction to marketing and marketing management in relation to economic environment and business management, consumer and demand analysis, channels of distribution, and major marketing management problems and policies, with particular emphasis on major decision areas and tools. Required textbooks for this course are Basic Marketing--A Managerial Approach by E. Jerome McCarthy and Decision Exercises in Marketing by Arnold Corbin and George Bladowidow. By 1968 it is estimated that student enrollment will reach 100 by day and 85 by night, a 20 percent increase over 1964 enrollments. It should be noted that a good deal of time is spent on subjects allied to marketing, e.g., international trade, but not marketing per se.

On the graduate level considerable innovation has taken place, both in U.C.D. and T.C.D. In October, 1964, T.C.D. introduced a full-time, one-year graduate course in administration. Designed for recent graduates of business or non business programs and for employees of business or administrative units, it leads to a Master of Science in Administration (M.S.A.). Twelve students completed the course in the initial year, and a further nine are taking it in 1965-66. While marketing in general plays an integral role in the continous program, the curriculum in both years so far has particularly emphasized the marketing approach to organization, to people, and to production. The director of the program recently stated that this has been a consequence of "marketing evangelists'" recent success "in convincing businessmen and teachers of the superiority of the marketing approach to production over the traditional approach of producing followed by (separately) selling."

Under the title "Theme for 1965-66" T.C.D. outlined its thinking:

> "The marketing approach as originally developed, aims to study the market before deciding on what goods and services should be produced; that is to say, what consumers need and want is the starting point for a rational use of resources in production.
>
> "Because we spend so large and so important a part of our lives at work, it is a logical extension of the marketing approach that the roles we fill should satisfy our desires as individuals and as members of the society in which the undertaking operates.
>
> "Because the organization of business undertakings should be a function of the work they are trying to do, it is a further logical extension of this philosophy that the marketing approach should be used in structuring the organization of all undertakings and institutions.
>
> "In conclusion, it is stressed that, because this is a graduate course in administration, the marketing approach is just as relevant to government departments, local authorities, trade unions, and universities as it is to commercial and industrial undertakings. This is already recognized by the public sector in efforts of administrators to make use of such techniques as 'cost benefit' analysis."[5]

University College, Dublin, (N.U.I.) also having instituted a new graduate program as of October, 1964, offers a two-year, part-time course leading to the Master of Business Administration (M.B.A.). Annual enrollment was initially limited to 15 but is expected to rise to 50 by 1968. Classes are held three hours per evening, four evenings per week The course is on a part-time basis so that senior and intermediate business managers might attend more easily. It would appear that orientation is more toward middle-to-top management rather than to recent graduates.

Three marketing courses are offered in this M.B.A. program: Principles of Marketing, Marketing Policy, and Introduction to Marketing Research. The first is similar to the college's undergraduate course described above, while the second emphasizes the development of the policies involved in the total marketing concept, concepts of decision making in marketing, and relationships to overall business objectives. Case studies used are based on problems of firms operating both in the Irish and foreign business environment. The required text for this course is Text and Cases in Marketing by Edward C. Bursk, while the text for the Market Research course is Market Research: Text and Cases by H.W. Boyd and Ralph Westfall.

Irish Management Institute

There is no doubt as to the IMI's importance in stimulating interest in business education among the academic and business communities. The Institute was founded in 1952 with the objective of raising the standard of management in Ireland. It has worked toward this aim largely through a program of education and training for management, and through the provision of a wide-ranging reference and information service.

After the first of two major surveys of Irish business, both of which resulted in reports (1956 and 1962) with recommendations, the IMI set up the Management Development

Unit (M.D.U.) offering courses, seminars, lectures, and investigations. In 1962-63 the M.D.U. decided to not only continue with its regular program on management principles, but also to introduce detailed courses on the functional areas of management, such as marketing, finance, production, and personnel. IMI's surveys had particularly revealed that one of the most pressing needs was for marketing education; and so in March, 1962, the first of a series of full-time, two-week marketing courses was held. "The purpose of the course was to give senior management a detailed knowledge of the principles of modern management in the marketing and selling function and systematic practice in applying the techniques and skills available."[6] Later the M.D.U. appointed a permanent marketing specialist.

In the 1964 calendar year the M.D.U. offered nine marketing or marketing oriented courses, spanning 26 course days with 149 students. In addition, there was one evening course attended by 21 people (eight evenings). Most of the lecturers were drawn from private industry and business consulting groups.

Demand for M.D.U. courses is steadily increasing (see Appendix 1), and it is expected that this rise will accelerate under the spur of Common Market developments. However, a lack of trained instructors tends to impede the growth of these courses.

Aside from conducting formal courses, the IMI also acts as liaison between educational authorities and businessmen to acquaint these two groups with one another's needs. It is evident that the Institute has been successful in this very vital function, since most of the new developments in business education at the university level have been strongly influenced by the Institute's 1956 and 1962 recommendations. Its increasing acceptance is also reflected in the rising number of Irish business firms participating in and supporting Institute programs.

Other Offerings

Outside the universities and the IMI, the adult education wings of the vocational schools offer studies in various aspects of business and management, the largest and best known being the School of Management Studies, College of Commerce, Rathmines, Dublin. Founded in 1955 and using city school facilities, Rathmines offers a program of management training under the general sponsorship of a number of Irish companies. In the initial stages a wide variety of short appreciation courses for part-time day and evening students was offered, with some 1,800 students participating. But present demands are for long-term (three to six years), part-time day and evening courses leading to certificates and diplomas in various aspects of management studies, such as a diploma in marketing. This is the diploma awarded by the United Kingdom Institute of Marketing (formerly Institute of Marketing and Sales Management), and the syllabus and examinations are identical with those of the United Kingdom (though some study of the syllabus is being undertaken by the Marketing Institute of Ireland with the aim of adapting those parts [e.g., Industrial Law] which require different treatment in Ireland). At Rathmines there are currently some 110 students in the first year of the diploma, 40 in the second, and 30 in the third. The diploma course is also given at the College of Commerce, Cork.

The 1962 Survey also revealed that only a handful of firms, generally large ones, operate management development programs. The predominance of small-scale business operations does not make in-firm training practicable.

VII. FOOTNOTES

1. Material for this chapter was furnished by Mr. P.J. Dillon-Malone, Irish Tam, Ltd., Dublin, Ireland.

2. *Education and Training for Management* (Dublin: Irish Management Institute, 1956, reprinted as an appendix to the 1962 report), p. 73. (Hereafter referred to as the IMI 1956 Report).

3. *Ibid*., p. 88.

4. *Education and Training for Management* (Dublin: Irish Management Institute, 1962), pp. 21-23 (Hereinafter referred to as the *IMI 1962 Report*).

5. Department of Business Studies, University of Dublin, June, 1965.

6. *IMI 1962 Report*, *op.cit*., p. 9.

APPENDIX 1

Student Enrollments

	1958 1959	1960 1961	1962 1963
Trinity College, Dublin	2567	2912	3156
N.U.I., Cork	1360	1511	1785
N.U.I., Galway	992	1117	1464
N.U.I., Dublin	4480	5311	6272
TOTAL	9399	10851	12677

Management Development Unit (I M.I.)

	1957 1958	1958 1959	1959 1960	1960 1961	1961 1962	1962 1963	1963 1964
MDU course, Activity in days	43	74	91	92	106	180	215
Cumulative total of firms in MDU courses	113	180	263	350	452	n.a.	n.a
Number of managers attending courses	212	298	356	374	450	525	600

APPENDIX 2

GRADUATE SCHOOL OF BUSINESS ADMINISTRATION
UNIVERSITY COLLEGE, DUBLIN.

PRINCIPLES OF MARKETING

1964-1965

Required Texts:

Ferdinand F. Mauser, Modern Marketing Management, An Integrated Approach (New York: McGraw-Hill Book Company, 1961).

E.F. L. Brech, The Principles and Practices of Management (Second Edition; Longmans, 1963).

Contents of Course:

1. Development of the policies and principles involved in the total marketing function.
2. Concepts of decision-making in marketing and relationships to overall business objectives.
3. Marketing management on the operational level through case studies based on the problems of firms operating in the Irish business environment.

Course Outline:

1. Introduction.

Reading:
  a. Mauser--Ch. 1
  b. "The Growing Importance of Marketing" (mimeo)
  c. Brech--Part 1, Ch. 1.

2. The Consumer and the Product. I. "Merchandising."

   Reading: a. Mauser--Ch. 2, 3, and 4.
   b. "Marketing Notes" (mimeo).
   c. Brech--Part 1, Ch. 2.

3. The Consumer and the Product. II. "Advertising & Packaging."

   Reading: a. Mauser--Ch. 5 and 6.
   b. Brech--Part 1, Ch. 3 and 4.

4. The Buying Process.

   Reading: a. Mauser--Ch. 7.

5. Research and Development.

   Reading: a. Mauser--Ch. 8 and 9.

   Case Problem: "A Question of Frozen Fingers."

6. Personnel.

   Reading: a. Mauser--Ch. 10.
   b. Brech--Part 1, Ch. 5.

   Case Problem: "The Estex Oil Company."

7. Organisation.

   Reading: a. Mauser--Ch. 11 and 12.

8. Distribution Economics I.

   Reading a. Mauser--Ch. 13 and 14.
   b. Brech--Part 1, Ch. 6.

9. Distribution Economics II.

   Reading: a. Mauser--Ch. 15 and 16.

10. Money and Marketing.

   Reading: a. Mauser--Ch. 17.

11. The Future.

   Reading: a. Mauser--Ch. 18.

Additional Readings will be required during the course and further case problems may also be added.

Selected References for Further Reading:

a. Hector Lazlo and Arnold Corbin, Management in Marketing (New York: McGraw-Hill Book Company).

b. D. Maynard Phelps and J. Howard Westing, Marketing Management (Homewood, Ill.: Richard D. Irwin, 1960).

c. Harper W. Boyd and Ralph Westfall, Marketing Research, Text and Cases (Homewood, Ill.: Richard D. Irwin, 1950).

IX. ITALY[1]

A. GENERAL EDUCATION SYSTEM

Primary and Secondary Schools

Italy's educational system is highly centralized under the direct supervision of the Ministry of Public Instruction; this body determines curricula, appoints teachers (who are considered government employees), and gives general control to all aspects of school life. Private schools must adhere to the state pattern to receive official recognition.

Historically, Italian education had followed the pattern of the European classical system where, after five years of elementary school at age eleven, pupils were placed in either a classical or vocational school. But since World War II, a movement has been on to unify the two diverse "tracks" into a more democratic system; and in 1963 a law was passed which established a new three-year, lower secondary school, the *scuola media*. Offering a more unified curriculum to give all students a general academic education, this school is attended until age fourteen, when compulsory education ceases. (See Appendix 1 for table of pre-university education.)

The next level of education is the upper secondary school of which there are basically three types and usually of five years' duration. In order of their prestige for university entrance, there is the *liceo classico* which is solidly grounded in a classical program; the liceo scientifico which, as its name implies, emphasizes the sciences as opposed to the classics; and the istituto tecnico offering opportunity for either immediate job placement in upper-level technical positions or middle management, or university entrance. Of the four types of technical institutes--agricultural, industrial, nautical, and commercial--the latter is the most popular and the main course of study for future business administration personnel.

After completion of these upper secondary schools, highly competitive government exams are given for entrance into various forms of higher education including the universities. The liceo classico awards the maturità classica diploma, admitting students to any university faculty, while the liceo scientifico awards the maturità scientifica diploma, gaining admittance to any faculty except Letters, Law, or Education. Graduates of the istituto tecnico receive the diploma di abilitazione professionale and may attend either the Faculty of Economics and Commerce, or other specific institutions.

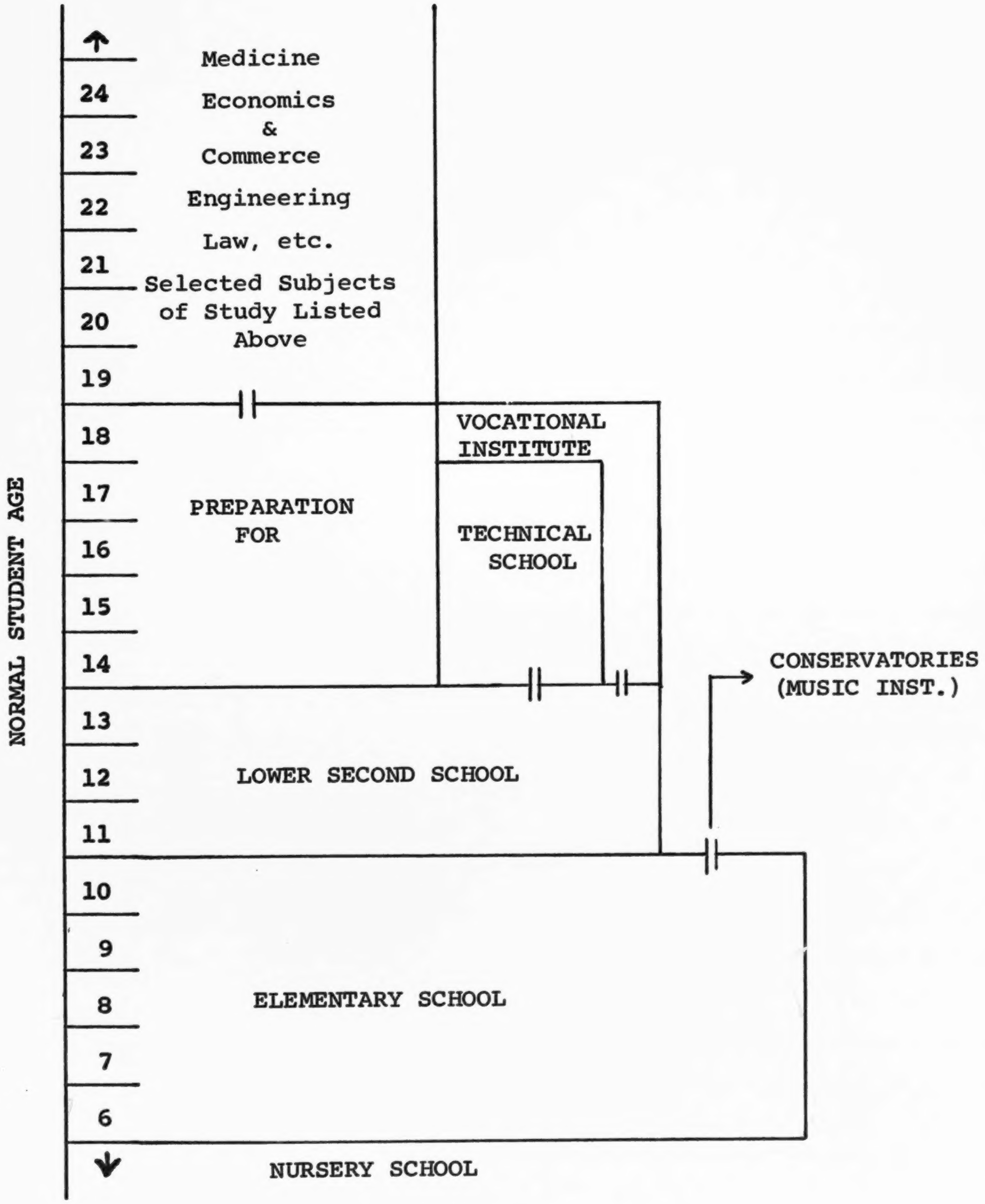
Other upper secondary schools of a specialized nature are the istituto nautico (nautical school), liceo artistico (artistic school), and the istituto magistrale (teachers' training school).

Higher Education

Higher education in Italy is mostly state financed, and competition for the limited number of places is keen.

TABLE 1

ITALY


NORMAL STUDENT AGE
24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
Medicine
Economics
&
Commerce
Engineering
Law, etc.
Selected Subjects of Study Listed Above
PREPARATION FOR
VOCATIONAL INSTITUTE
TECHNICAL SCHOOL
CONSERVATORIES (MUSIC INST.)
LOWER SECOND SCHOOL
ELEMENTARY SCHOOL
NURSERY SCHOOL

There are presently some 40 universities and higher institutes in the country, with total enrollment of about 214,000. While at the secondary level 70 percent of all enrollment is in the technical area, 21 percent in the classical program, and 8.3 percent in scientific studies, at the university level enrollment breaks down in a vastly different proportion; only 16 percent technical, but 24 percent scientific and 60 percent classical.

As with the primary and secondary schools, most institutions of higher education, which include the private and state universities, institutes of higher studies (istituti superiori), and polytechnic schools, are under the general direction of the Ministry of Public Instruction. However, each university determines its own curricula, scholastic requirements, and internal organization (in accordance with Ministry standards).

Many Italian universities were first organized in the eleventh, twelfth, and thirteenth centuries as specialized schools (medicine, law, etc.) but have since developed into institutions with a varying number of faculties, all largely classical in nature. Thus, the undergraduate student follows a much more concentrated course of specialization than his American counterpart; and it is taken for granted that study of general cultural subjects has been completed in the upper secondary schools.

Courses in most faculties, including that of economics and commerce, continue over a period of four years, except for chemistry, engineering and architecture, which require five years, and medicine, six years. The laurea di dottore, the only degree offered in Italian universities (entitling the holder to use the title "doctor" [dottore]), is awarded after 1) the completion of a specified number of required and elective courses, and 2) preparation, in most faculties, of a thesis to be publicly defended. Some special university centers (such as the Scuola di Statistica, offering two-year programs), however, award a diploma instead of a laurea, which has an intermediate value between the maturità and the laurea.

Even though most Italian universities, as in the case of the majority of European countries, do not offer any type of highly specialized graduate program comparable to the United States, a number of universities have advanced institutes where students may study further for a year or two.

B. MARKETING EDUCATION

Marketing education in Italy, at a post-secondary level, is offered in three types of institutions: universities; university-controlled institutes; and special, independent organizations or institutes.

Universities

Marketing as a formal discipline was first recognized by Italian universities only as of 1952, when a number of these bodies, modifying their statutes as required by law, formally adopted it as a part of their faculty of economics and commerce. Course title as translated into English is Technique of Market Research and General Distribution,[2] though the content may not be the same as a marketing course in the United States.

In those universities which have officially adopted marketing, the subject is taught as "complementary," whereas those which have not, offer it as a "free" course.[3]

A proposal drafted by a government commission in 1959 envisages a reform of the faculties of economics and commerce; there will be two branches, both leading to a degree in economics and commercial sciences, but one branch will offer Economics and Statistics as special subjects, and the other will place emphasis on management problems. This latter course will include marketing as a principal subject; but at present it is impossible to determine if, or when, this proposal will become law and be put into practice.

A complete and autonomous course in the Technique of Market Research and General Distribution is offered in almost all of the 20 Italian university faculties of economics: The Scuola d'Amministrazione Industriale of the University of Turin offers a two-year course in business management at an undergraduate level, and the certificate awarded qualifies the student for entrance into the graduate course of business management. The program is divided into four courses: Business Management, Financial Control (costs and budget), Financial Management, and Marketing. The marketing course, taught during the second year when specialization begins, runs three to four hours per week out of the total 25-hour per week program. The number of students enrolled at the Scuola is 380 with about one-fourth specializing in marketing.

A university chair, the top position in the Italian educational system, has been set up in marketing at three universities: Parma, Trieste, and Perugia. However, only the one at Perugia is presently occupied since the professors at the other universities have since been appointed to other chairs.

Apart from the three university chairs, eight university lecturers (libere docenze) in marketing have so far been appointed; seven are respectively at Rome, Bari, Catania, Genoa, Parma, Palermo, and Trieste, while the eighth has recently died. Appointment to a university chair or as lecturer is given after competitive examinations (concorsi) arranged by the Ministry of Public Education.

At universities other than the above-mentioned, marketing is taught either by assistant professors of marketing or by professors of other subjects.

Courses vary in length according to each professor's approach, but a regular academic course lasts about 50 hours. Instruction is mainly by lecture, with an occasional seminar. Appendix 2 lists the contents of a textbook widely adopted in Italian marketing programs.

Shown below are those university faculties having the highest enrollment for the period 1957 to 1960, and the corresponding percentage increase or decrease in enrollment as compared to the preceding year.

TABLE 2

ENROLLMENT IN ITALIAN UNIVERSITY FACULTIES

Faculty	1957-58	1958-59	% of Increase or Decrease	1959-60	% of Increase or Decrease
Econ. & Comm.	2,027	2,166	+6.8	2,277	+5.0
Engineering	1,948	2,124	+9.0	2,073	-2.0
Law	4,661	5,039	+8.0	5,214	+3.5
Arts & Philosophy	2,231	2,127	-4.6	2,104	-1.0

Note that the number of degrees in economics and commerce seems to be on the increase. No figures are available on students attending marketing courses, but their number is likely to follow the same trend.

Various aspects related to marketing are dealt with in other faculties, such as law (of which there are 26 in Italy)--and particularly in political economy courses. The syllabus covers broad aspects, such as demand, types of markets, and competition (perfect, imperfect, and monopolistic). In addition, a few sociology courses relate to marketing from a particular viewpoint (consumer behavior) and include it as a secondary subject. It might be noted that sociology, as well as technique of market research and general distribution, is a new discipline in the Italian education system; and so far only a few chairs and teachers exist in this field.

Lastly, it should be pointed out that even before Technique of Market Research and General Distribution was formally introduced into Italian universities, certain marketing problems were covered in courses on statistics, political economy, transport economy, international trade techniques, and especially industrial and commercial techniques.

University-Controlled Institutes

A number of Italian universities have organized special schools or institutes which, although operating within the university, are nonacademic bodies and do not offer university examinations or degrees. Below is a list of these institutes, beginning in the North:

1. As early as 1934 the University of Milan's Politecnico di Milano (School of Engineering) organized courses for the training of managers at its Francesco Mauro Center. During the 1964-65 academic year this course, which provides technical or administrative specialization, had an enrollment of 100 students. Lectures, followed by group discussions, were held on Saturdays (3 to 4 p.m.) and Sundays (9 a.m. to noon) over a period of five months. The following subjects were taught, in both the technical and administrative courses:

   - Business Management
   - Industrial Economics
   - Personnel Management
   - Labor Law
   - Industrial Costs
   - Social Legislation
   - Production Technique
   - Market Research
   - Labor Safety
   - Distribution Management

   The technical course also included:

   - Automation
   - Industrial Plants and Services
   - Production Management
   - Operations Research

   The administrative course also included:

   - Fiscal Techniques
   - International Trade
   - Advertising Techniques
   - Management Techniques

   Note that Market Research and Distribution Management are included in the curriculum of both courses. Subjects covered, teaching methods, and length of program approximate those of the Luigi Bocconi College described below. Also note that Advertising Techniques and International Trade are taught in only the administrative course.

2. The Scuola di Perfecionamento in Economia Aziendale per la Formazione di Quadri Direttivi di Aziende (Special School of Business Economics for the Training of Managers) was founded in 1956 within the Faculty of Economics and Commerce of the Luigi Bocconi University in Milan. The school, which offers a two-year program, has had an enrollment of about 100 students during each of the last three years. Marketing is taught during the first year with emphasis on the following:

> Definition and Purposes of Market Reseach: mail surveys, telephone surveys, individual interviews, on-the-spot experiments, questionnaire and interviewing techniques.
>
> Consumer Panel: definition, organization and purposes, inventory checks in stores, Nielsen indices, brand barometers, pantry check, examples and applications.
>
> The survey "universe," the statistical sample and the sampling error, the sample size and composition, the area method, the quota method, significance of differences between various methods. Use of tables, reference books, and computing methods in determining the sample size and the probably sample error.
>
> Areas of marketing attraction: definition, identification of centers of attraction and gravitation (Reilly, Converse formulas, etc.), pattern for drawing up a chart of regional commercial centers.
>
> Industrial and economic areas, market surveys of industrialization in southern Italy, market research in underdeveloped areas.
>
> Test markets for the launching of new products, methods adopted in selecting test areas.

Geographic indices of purchasing power for capital and consumer goods, methods for the identification of "sales quotas," application of these methods to regions and marketing areas.

Application of market research to consumer goods, credits, retailing, foreign trade, services, industrial and capital goods.

3. The Centro Universitario di Organizzazione Aziendale (CUOA--University Center for Business Management) of Padua was set up in 1958 under the sponsorship of the Comitato Nazionale della Produttività (National Productivity Committee) and the local Chamber of Commerce. During the 1963-64 academic year 113 lectures (18 percent of the total program) were devoted to marketing, with a number of these using the case method. For 1964-65, 127 lectures (22 percent of the program) were planned. The number and percentage of students attending the marketing course in the past four years follows:

Academic Year	Number of Marketing Students	Percentage of Total School Enrollment
1961-62	30	46.1
1962-63	27	62.8
1963-64	18	62.0
1964-65	28	63.7

It is interesting to compare the high percentage of students enrolled in the marketing course with the considerably lower percentage of total time devoted to this subject. The program consisted of the following subjects:

- Consumer Behavior
- Product Study and Development
- Channels of Distribution
- Management Organization
- Price Policy
- Advertising and Sales Development
- Marketing Research
- Coordination of Marketing and Production Management

4. The Universita Internazionale degli Studi Sociali PRO DEO (International University of Social Studies PRO DEO), was founded in Rome in 1957, and offers a specialization course in Distribution Techniques. Participants, who are usually university graduates, are either executives of private firms, marketing and sales managers, or other persons desiring specialized knowledge in marketing. Average enrollment is 30; and classes are held three days per week, from 6 to 8 p.m., over a three-month period (totalling 50 hours).

   Subjects studied are:

   Marketing as an Instrument for Management Policy
   The Sales Function in Industry, Wholesaling and Retailing
   Efficiency in Distribution
   Sales Forecasts
   Market Measures
   Geographic Sales Quotas
   Test Markets
   Short-term Sales Planning
   Long-term Sales Planning
   Inventory Management
   Channels of Distribution
   Sales Promotion
   Price Policy
   Analysis of Costs of Distribution
   Sales Personnel
   Italy's Carta Commerciale and Carta Bancaria (Commercial and Banking Maps)
   The Development of the Distribution System in Italy

5. The Centro di Studi Aziendale (CESAN--Center for Business Studies), set up in 1954, is an institution at the University of Naples, associated with the Faculty of Economics and Commerce. It annually organizes two specialization courses: one in business management for young graduates and executives, and one on individual subjects for experienced executives.

The section on marketing and distribution covers the following:

- Organization, Planning, and Control of Sales
- Analysis of Distribution Costs and Profits
- Market Measures and Analysis
- Sales Statistics
- Advertising and Promotion
- Organization of Sales Force
- Problems of International Trade

To date, a total of 16 different courses have been held, including lectures and discussions, with an average participation of 31 students per course. Thirty-eight percent of students had a business background; 20 percent, engineering; and 18 percent, legal; the remainder were undergraduates or students from other Faculties. The age of the students has been between twenty-three and fifty, the average being thirty-two.

Special, Independent Institutes and Organizations

1. The Associazione Italiana per gli Studi di Mercato (Italian Marketing Association), in conjunction with the Istituto Centrale di Statistica (Central Institute of Statistics), promotes a course entirely devoted to Market Research in May of every year.

   Initiated in 1955, this course of over 100 hours is annually attended by some 70 Italian and foreign students. The prospectus for the eleventh course (1965) contained the following:

   ### General Aspects

   - The Distributive Process within the Economic System
   - Introduction to Marketing Studies
   - Market Research and Business Policy

Economic Planning and Market Research
The Role of Planning in the Firm

Purposes of Market Research

Consumer Behavior
Measuring the Actual Market
Measuring Market Dynamics
Channels of Distribution
Mass Communication Media
Analysis of Media and Advertising Effectiveness
Opinion Surveys and Market Research

Market Research Instruments

Calculus of Probability
Sample Theory
Statistical Analysis of Sources
Application of Indices
Family Budgets and Market Research
Methods of Direct Inquiry
Questionnaire Technique
Organization and Supervision of Interviewing
Data Coding, Tabulating, and Analysis
Interpretation of Survey Findings and Final Report

Special Techniques

Motivation Research
Test Planning
Operations Research

Management of a Market Research Office

Pilot Survey (practical exercise)

The following institutes or centers teach marketing, in addition to other subjects.

2. In 1952, Olivetti and the Unione Industriali (Manufacturers' Association) of Turin opened the Istituto Post-Universitario per lo Studio dell'Organizzazione Aziendale (IPSOA--Postgraduate Institute of Business Management) with the

participation of American professors, supported by Italian teachers. The IPSOA has adopted American teaching methods, particularly the pattern set forth by the Harvard Business School. The case method has been thoroughly accepted, with a view toward lending better comprehension of business techniques rather than the mere supplying of information. From 1957 to 1964 over 900 graduates (average age of twenty-nine) attended the IPSOA.

Until the 1963-64 course the Institute had provided a nine-month, full-time course, covering a wide program of Business Management (Personnel Administration, Business Control, Economic and Business Finance, Quantitative Business Methods, Marketing, Production, and Business Management). Lectures represented 30 percent of the activity, and approximately 80 of these covered the following marketing topics:

- Market Studies and Analysis of Consumer Behavior
- Product Policy and Strategy
- The Distributive Process and Techniques for Selecting Business Problems
- Price Policy
- Advertising and other Sales Methods
- Management of Sales Personnel

But, in 1964-65 the IPSOA modified its curriculum by reducing the main course from nine to four months and conducting seminars only on particular subjects. The marketing course was attended by 30 persons, with 52 lectures (lasting 50 minutes each) and seven group sessions (also 50 minutes).

3. In 1956 the following organizations founded the Istituto Superiore per Imprenditori e Dirigenti d'Azienda (ISIDA--Institute for Management Development) in Palermo:

University of Palermo
Bank of Sicily
Cassa di Risparmi (Savings Bank)
Istituto Regionale per il Finanziamento
  alle Industrie in Sicilia (IRFIS)
  (The Regional Institute for Industrial
  Financing in Sicily)
Comitato Nazionale per la
  Produttivita (National Productivity
  Committee)
Unione delle Camere di Commercio,
  Industria, e Agricultura di Sicilia
  (Chamber of Commerce, Industry, and
  Agriculture of Sicily)
Centro per la Produttività (Productivity Center) of Palermo

The full-time course lasts eight months and is attended by 50 hand-picked graduates from various faculties (Law, Economics and Commerce, Engineering, etc.) with or without previous practical experience. The average age of participants is twenty-eight. ISIDA's approach strives to be formative, rather than merely informative, and active teaching methods (mostly cases) are used.

For the first five years the institute used American teachers from various faculties in the United States; but later a group of Italian teachers gradually took over the instruction which covers Production Management, Personnel Management, Management Control, Business Finance, Marketing, General Business Management, Economic Analysis and Quantitative Methods.

The entire program runs about 1,000 hours; 15 percent of the time is devoted to marketing and covers the following subjects:

General Aspects of Marketing
Consumer Influence
Product Study and Selection
Channels of Distribution
Distribution Costs
Price Policy

Sales Personnel
Determination of Market Share
Advertising and Sales Development
Research Methods
Economic and Market Forecasts
Marketing Department Organization

In addition, ISIDA conducts refresher and specialization courses every year for managers, officials, and professional people on special subjects such as sales forecasting, advertising budgets, productivity control, and new trends in market research.

4. The Scuola di Sviluppo Economico (Economic Development School) of Rome was founded in 1959 by the Union of Chambers of Commerce, Industry, and Agriculture. Here, young graduates are taught a variety of business subjects relating to economic development theories, with emphasis on industrial area development, regional development planning, and economic growth.

The course lasts one year, with lectures being held in both morning and afternoon. Within the curriculum (which includes a series of subjects on economic development theories and practical applications), Market Research and "Modern Distribution" (Marketing) cover about 50 hours, or 15 percent of the total program. The Market Research course roughly parallels the program adopted by the Luigi Bocconi School of Milan (see page 246), while the lectures on "Distribution" include the following:

Study of Distribution
Structure of Distribution
Sales Function
Sales Planning
Effectiveness of the Sales Function
Analysis of Distribution Costs
Other Analyses of Sales Efficiency
Business Management and Choice of Sales Strategy
Price Policy

Advertising
Sales Forecasts
Retailers
Business and Government Policy

5. In Rome the Istituto Superiore per la Direzione Aziendale (ISDA--Institute of Business Management), sponsored by the Confederazione Italiana dei Dirigenti di Azienda (Italian Managers' Association), conducts annual courses for managers consisting of evening lectures held three nights a week. From 1954 to 1964, 750 persons attended the Institute, of whom 315 obtained a diploma.

   Within the broad program, marketing is dealt with in a special course on International Trade Techniques. Market research, on the other hand, is a course in itself and includes the following:

   General Principles of Market Measuring
   Methodology of Market Analysis
   Questionnaires and Interviewing
   Panels, Stock-checks, and Test Markets
   Market Research for Nondurable Goods, Capital Goods, Banking and Insurance
   Motivation Research
   The Choice of a Base Index in Determining Geographic Quotas
   Areas of Marketing Attraction

6. The Istituto di Studi per lo Sviluppo Economico (ISVE--Institute for Studies of Economic Development) in Naples was founded by the Italian Department of the International Chamber of Commerce and by the Italian National Committee for International Technical and Economic Cooperation. This one-year course, designed for managers of private and public organizations of underdeveloped countries, includes the topics: Problems of Economic Development, Policy and Achievements of Economic Development, Sociological and Applied Sciences, and Business and Marketing Techniques. This last, in turn, includes international trade techniques and business regulations, as well as distribution policy and market analysis.

Certain companies or groups of companies maintain centers for the training of executives and offer short programs which include marketing:

1. The Centro IRI per lo studio delle funzioni direttive aziendali (IRI--Center of Business Management) of the IRI (Industrial Reconstruction Institute), founded in Rome in 1961, is designed for managers and other executives, usually between ages thirty and forty-five.

   The program is divided into three stages: first, an intensive, full-time, four-week seminar; then, an interval of about five-six months during which time the student resumes his regular occupation while carrying on individual studies; and finally, a three-week seminar. The purpose of the seminar, which is repeated five-six times a year with about 25 persons per session, is to improve management abilities. The program mainly consists of the study of essential management steps: planning, organization, coordination, and control of the various departments of a company (production, distribution, personnel). Active teaching methods (cases, business games, etc.) are used, together with ordinary textbooks.

   Marketing problems most thoroughly covered are definition of a market, range of products, channels of distribution, price policy, and sales organization--these topics representing 20 percent of the total program.

2. The now defunct Istituto Direzionale Tecnico (Technical Management Institute) of the Ente Nazionale Idrocarburi (National Hydrocarbon Corporation) was founded in Milan in 1958 for ENI executives and employees with promising ability. Participants, aged between thirty

and forty, numbered about 120 each year. Five different courses were offered; and the seminar consisted of two sessions (lasting four and two weeks, respectively), with an interval of about two to three months. Active methods (cases, business games, exercises) were supplemented by lectures. The institute was closed in 1964-65.

3. The Centro Residenziale di Formazione e Studi (Residential Training and Education Center) was created in Naples in 1961 by the Cassa per il Mezzogiorno (Southern Italy's Development Organization). Designed to qualify executive and middle management personnel engaged in the development of southern Italy, the center also promotes short seminars (seven weeks maximum) on marketing problems.

IX. FOOTNOTES

1. Material for this chapter was collected and assembled into a comprehensive report by Dr. Gabriele Morello, ISIDA, Palermo, Italy.

2. This title stems from a compromise: teachers of statistics stress the statistical aspect of marketing and teachers of Industrial and Commercial Technology insist upon the distributive aspect.

3. As opposed to required subjects in which 29 exams must be passed, "complementary" subjects are electives--two "complementary" subjects must be included in the student's program to obtain a degree. A "free" course requires no exams and allows no credit toward a degree, but is nonetheless recognized as a teaching subject by the Faculty Council.

APPENDIX 1

THE ITALIAN EDUCATIONAL SYSTEM

(Number of years is between parentheses)

School age--starts at 6

Elementary School (5)

Lower Secondary School (*Scuola Media*) (3)

Code

Higher Secondary School
- Grammar School (classical) (*Liceo Classico*) (5)-------------------------------- A
- Grammar School (scientific) (*Liceo Scientifico*) (5)---------------------------- B
- Grammar School (technical) (*Istituto Tecnico*) (5)------------------------------ C
- Nautical School (*Istituto Nautico*) (5)------- D
- Teachers' Training School (*Istituto Magistrale*) (4)--------------------------- E
- Art School (*Liceo Artistico*) (5)------------- F

A

Law
Arts
Philosophy
Sciences
Chemistry
Medicine
Engineering
Architecture
Veterinary Science
Pharmacology
Economic and Commercial Sciences
Agriculture

B

Sciences
Chemistry
Medicine
Engineering
Architecture
Veterinary Science
Pharmacology
Economic and Commercial Sciences
Agriculture

C

Engineering
Economic and Commercial Sciences
Agriculture

D

Naval Engineering

E

Teachers' Training College

F

Architecture

APPENDIX 2

CONTENTS OF TECNICA E PRATICA DELLE RICERCHE DI MERCATO by G. Tagliacarne, Fourth Edition, Published by Giuffrè Editore, Milan, 1964.

First Part: Market Research Techniques and Methods

Chapter 1	Market Research as a Modern Business Technique
2	Market Research Methods
3	Special Market Research Techniques--Consumer Panels and Store Inventories
4	The Questionnaire
5	The Interview
6	The Normal Distribution Curve--Characteristics and Applications of Market Research Techniques
7	Sample Margin and Error; Significance of Differences
8	Determination of the Sample Size
9	Analysis of the Similarity of Two or More Sample Distributions Using the Chi-Square Technique and Examples of Applications to Product Brands
10	Methods for Determining the Sample Composition
11	Setting up Samples Through the Area Method
12	Particular Problems and Limits of the Sample Survey
13	Motivation Research
14	Market Measures, Forecasts, and Business Planning
15	Statistical Sources for Market Research
16	Tabulation and Presentation of Findings
17	Business Statistics as a Help to Market Research
18	Market Research within Individual Firms and Use of Specialized Organizations
19	Market Research by Trade Associations and Official Bodies

APPENDIX 2 (CONTINUED)

Second Part: Application of Market Research to Various Fields of Activity

Chapter 20 Market Research in Advertising and the Measuring of Effectiveness of Media
21 Readership Surveys
22 Market Research for Domestic Trade Department Stores and Supermarkets
23 Market Surveys for Some Consumer Goods
24 Family Budgets and Consumption
25 Market Surveys for Industrial Products and Capital Goods
26 Market Surveys for Banking and Insurance
27 Market Surveys for Travels, Tourism, and Movie Theaters
28 Market Surveys for Transport and Communication
29 Market Research in the Field of Public Relations
30 Measuring the Market for a New Product

Third Part: Marketing Geography

31 Surveys of Foreign Markets
32 Geographic Indices of Buying Potentials (Consumer Goods)
33 Economic Indices for Italian Provinces and Regions
34 Economic Concentration Analyzed by Provinces
35 Methods and Examples of How to Determine Geographic Sales Quotas
36 The Delimitation of Marketing Areas of a Given Country--Theories and Applications Abroad
37 Areas of Marketing Attraction in Italy
38 The Marketing Potential (Market Share) in Italian Sales Areas
39 The Map of Banking Services, Areas of Industrial Gravitation, and Districts of Tourist Interest
40 Test Markets

APPENDIX 2 (CONTINUED)

Fourth Part:	Institutes of Marketing Studies and Education
Chapter 41	Marketing Education at Universities
42	Information on Market Research in Other Countries

X. JAPAN[1]

A. GENERAL EDUCATION SYSTEM

Background

Education has played a key role in promoting industrialization on Japan. Traditionally, formal learning had largely been the monopoly of the ruling class, while the only form of technical training was the apprentice system. However, when the Meiji government rose to power in 1868, it set about modernizing education first by establishing a broad highway of contact with Western learning, and second, by adapting and developing such systems on an indigenous basis.

A Department of Education was established in 1871; and drawing on the European model, it blueprinted a national system of education. By the turn of the century substantial progress had been made toward a more compulsory system of four-year (later six-year) primary education. Already, five million children were receiving some rudiments of instruction in at least 27,000 elementary schools. On this foundation was erected a tapering pyramid of technical and general education, at both secondary and higher levels.

The Meiji government also took vigorous steps to establish universities to develop leadership for the new era. Tokyo Imperial University was organized in 1877 with four departments: Law, Science, Literature, and Medicine. Students totaled 1,750, and faculty included 56 Japanese and 36 foreign scholars. This university served as the model for other multiple-faculty Imperial universities.

In addition to these government institutions, a number of private universities were developing, the two most prominent of which are Keio and Waseda, established as early as 1858 and 1881, respectively. By 1940 there were 47 government-recognized universities of which 19 were national, two public, and 26 private. Specialized colleges in such fields as teacher-training, engineering, pharmacy, agriculture, commerce, and fishery were also fostered by the government.

Prewar Japanese education consisted of six years of compulsory, primary education with the option of two additional years; a five-year middle school; and after these eleven years, either public or private _semongakko_, which were specialization schools for engineers, technicians, accountants, and the like; normal schools; or public and private _kotogakko_, boys' university preparatory schools. This was culminated by a three-year university education. But although elementary education had been quite pervasive, opportunities for advanced learning in the pre-war period were quite limited. For example, it was estimated at the end of World War II that only 3.5 percent of students who graduated from the sixth year of elementary school went beyond the eleventh grade, and only .5 of one percent went on to the university.

Primary and Secondary Schools

When Japan suffered defeat in World War II, the occupation determined to revamp the existing system of education. The major aims of the reform were: 1) elimination of militarism and ultranationalism, 2) democratization, 3) modernization, and 4) decentralization of educational control.

The multiple-track system was replaced with a single track system with a 6-3-3-4 ladder (see Table 1), the first two levels being made compulsory. The reform extended to higher education: the occupation sought to establish local universities on the model of American state universities in an effort to equalize educational opportunities.

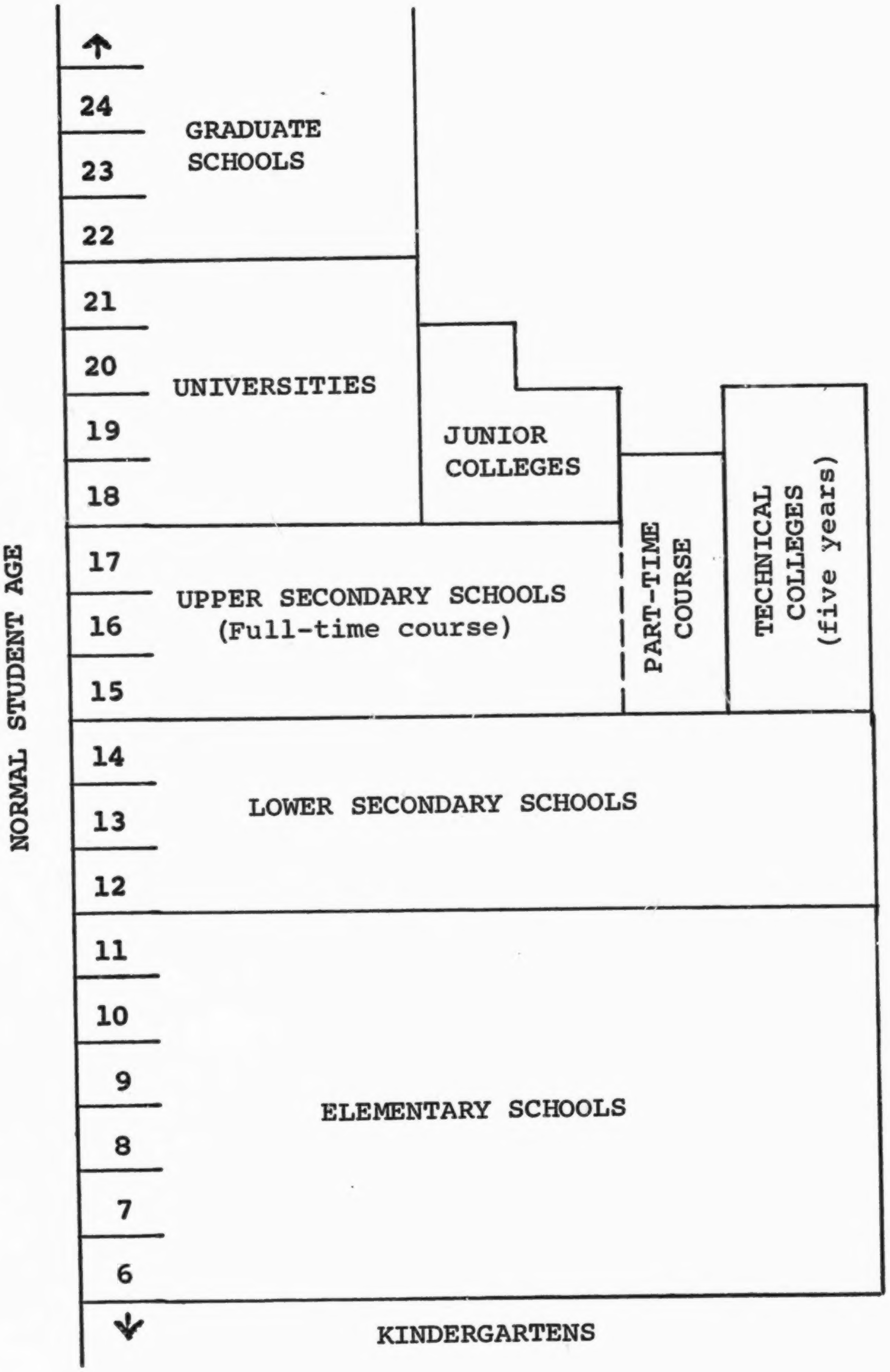
Higher Education

In 1949 the National School Establishment Law was passed, converting the kotogakko, prefectural normal schools, agricultural, commercial, and other specialized higher schools (semongakko) into daigaka, the Japanese equivalent of universities. This created 70 decentralized "national" universities, at least one for every prefecture, and led to a proliferation of universities and colleges.[2] According to the latest statistics, there are a total of 317 four-year universities, of which 73 are national, 35 public, and 209 private institutions. Total 1964 enrollment at these schools is reported to be around 943,000. In addition, there are 369 junior colleges, with close to 126,000 students. Total higher education enrollment has doubled since 1948, as indicated in Table 2. Breakdown by major fields is presented in Table 3.

Of the 317 four-year universities and colleges, 131 offer graduate degrees; of these, 94 offer doctorate degrees in at least one field. In 1964 13,654 students were reported to be seeking graduate degrees.

TABLE 1

JAPAN


NORMAL STUDENT AGE
24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
GRADUATE SCHOOLS
UNIVERSITIES
JUNIOR COLLEGES
UPPER SECONDARY SCHOOLS (Full-time course)
PART-TIME COURSE
TECHNICAL COLLEGES (five years)
LOWER SECONDARY SCHOOLS
ELEMENTARY SCHOOLS
KINDERGARTENS

COMPARISON OF NO. OF STUDENTS ADMITTED & THE TOTAL ENROLLMENT--1948 & 1965

	1948 (the pre-war system)				1965 (the post-war system)			
	Types of Schools	No.	No. Admitted	Total Enrollment	Types of Schools	No.	No. Admitted	Total Enrollment
NATIONAL	universities	23	64,531	183,702	universities	73	55,624	203,903
	pre-university	4			junior colleges	28	2,570	8,168
	senior high school	28						
	specialized college	97						
	normal school	125						
	others	3						
	TOTAL	280			TOTAL	101	58,194	212,071
PUBLIC	universities	9	10,280	29,221	universities	35	7,458	33,629
	pre-university	14			junior colleges	40	5,520	12,919
	senior high school	5						
	specialized college	63						
	TOTAL	91			TOTAL	75	12,978	46,548
PRIVATE	universities	32	79,875	227,058	universities	209	111,440	580,219
	pre-university	43			junior colleges	301	46,752	104,479
	senior high school	6						
	specialized college	203						
	TOTAL	284			TOTAL	510	158,192	684,698
TOTAL	universities	64	154,686	439,981	universities	317	174,522	817,751
	pre-university	61			junior colleges	369	54,842	125,566
	senior high school	39						
	specialized college	363						
	normal schools	125						
	others	3						
	TOTAL	655			TOTAL	686	229,364	943,317

TABLE 3

TOTAL NUMBER OF STUDENTS ADMITTED IN 1964 BY TYPES OF UNIVERSITIES & ACADEMIC DISCIPLINE

SOURCE: The Ministry of Education

FACULTIES	UNIVERSITIES (4 Year)				JUNIOR COLLEGES				TOTAL			
	Natnl.	Publ.	Priv.	Total	Natnl.	Publ.	Priv.	Total	Natnl.	Publ.	Priv.	Total
Liberal Arts & Social Sciences	22% 12,204	52% 3,880	65% 71,925	50% 88,009	39% 1,000	40% 2,220	36% 17,000	37% 20,220	23% 13,204	47% 6,100	56% 88,925	47% 108,229
Natural & Physical Sciences	50% 28,003	37% 2,773	29% 32,850	37% 63,626	61% 1,570	18% 990	9% 4,180	12% 6,740	51% 29,573	29% 3,763	23% 37,030	31% 70,366
Teachers' Training	26% 14,645			8% 14,645		7% 375	9% 4,055	8% 4,430	25% 14,645	3% 375	3% 4,055	8% 19,075
Others (Arts, Home Economics, Physical Education, Nursing)	2% 772	11% 805	6% 6,665	5% 8,242		35% 1,935	46% 21,517	43% 23,452	1% 772	21% 2,740	18% 28,182	14% 31,694
TOTAL	100% 55,624	100% 7,458	100% 111,440	100% 174,522	100% 2,570	100% 5,520	100% 46,752	100% 54,842	100% 58,194	100% 12,978	100% 158,192	100% 229,364

B. BUSINESS EDUCATION

Background

To understand the role of business education, it is necessary to have some basic understanding of Japanese attitudes toward this question, as well as an idea of Japanese managerial practices.

The vast majority of small-and medium-sized establishments in Japan are family-owned and operated. The larger enterprises, however, have been managed by professionals for many years. In prewar days Japan's basic industries were developed by zaibatsu which were vast industrial empires originally under the control and management of a few family dynasties. As these enterprises grew, the family dynasties found it increasingly necessary to delegate managerial responsibilities to well-trained and capable hired executives, technicians, and engineers. These men were very carefully selected and rewarded for their contributions to building these enterprises, and for their clanlike loyalty to "the house." Employment in a particular combine became a lifetime commitment for the hired professional. Thus, the surge of professional managers came relatively early in Japan's development.

When these zaibatsu were dissolved by the occupation power in the early postwar period, firm ownership was widely diffused through public offerings. Now effective control of these corporations rests with professional executives, and so in large Japanese firms management is probably as professionalized as that of any other economically advanced country.

Entry into the ranks of professional management is based primarily upon formal education. Indeed, for all practical purposes, a select group of universities has traditionally provided the only avenue into the large and prominent corporations. Since, however, recent industrial growth has generated a high demand for managerial personnel, the traditional pattern is loosening to include a larger number of universities. Nevertheless, it basically remains the same--the relative standing of the university is a very important factor.

Nepotism, or family connections, plays only a very limited role in the process of corporation recruitment. Likewise, the individual's field of academic training has little relevance to either recruitment or subsequent assignments. The main criteria are reputation of university and the candidate's intellectual capacity and personal traits. He can have a legal, economic, commercial, technical, or liberal arts background, the attitude being that he can be trained for a specific assignment.

Traditionally, major sources for managerial recruitment have been the three leading national universities--Tokyo, Kyoto, and Hitotsubashi, and the two major private universities--Keio and Waseda. Under these circumstances competition for entry into the "right" universities commences early in a student's life, inasmuch as one's professional career is largely determined by his university affiliation. The subject of business education, therefore, must be analyzed in this broader context.

Universities

A typical Japanese university is divided into various faculties (law, science, liberal arts, economics, etc.), each headed by a dean and divided into departments. The chair system exists in the older universities, though it is not generally found in the new national universities. Each professor is virtually autonomous and is not bound by strict conventions regarding standards and course content.

Courses in the field of business administration are offered in either the faculty of economics, commerce or business administration. Since business administration as an academic discipline has not gained sufficient stature in many Japanese universities, business subjects are most usually taught in the faculty of economics. For example, 87 universities have a faculty of economics and 43 have a faculty of commerce, but only 14 recognize business administration as a faculty. The difference between a faculty of commerce and a faculty of business administration is of little substance, but those of relatively recent origin tend to be called faculty of business administration, presumably to emphasize the broader managerial training.

Unlike the United States' system, there are only a few departments within a faculty. The economics faculty is likely to be composed of an economics department and a commerce department, or a business administration department; similarly, the commerce faculty may consist of only one or two departments. Although occasionally there are such departments as accounting and commercial export, a faculty is seldom so narrowly segmented into departments as in the case of American universities. Various courses in subjects such as finance, marketing, accounting statistics, and organization are offered within these departments.

The relative importance of economics and commerce education can be seen from the total number of students admitted to these faculties in 1964. According to the latest statistics of the Ministry of Education, the combined enrollment for the faculties of economics, Commerce, and Business Administration was 44,420, or approximately 25 percent of the 1964 total of university students admitted. The economics and related faculties claim 26,565 students, while the faculties of Commerce and business administration together have 17,855 students. A more detailed breakdown is presented in Table 4.

In most cases subject matter and teaching methods are somewhat conventional. To date there is no Japanese equivalent of the American business school, but a movement is on at Keio University to build the country's first "Harvard-type" business school. These two schools have exchanged teaching and research personnel in the past.

C. MARKETING EDUCATION

Universities

It is rather difficult to assess accurately marketing education in Japan since phases of this subject are usually taught under other course titles. While the English word "marketing" is seldom used in these titles, courses including marketing subjects are offered in faculties of commerce, economics, or business administration, and bear names such as Commercial Theory, Principles of Distribution, Transportation Problems, Principles of International Trade, and History of Commerce. With the recent interest in marketing, some universities are taking aggressive steps to upgrade existing courses, as well as offer some with true marketing orientation.

TA E 4

TOTAL NUMBER OF STUDENTS ADMITTED TO THE FACULTIES OF ECONOMICS, COMMERCE, & BUSINESS ADMINISTRATION--1964

Source: The Ministry of Education

FACULTIES	DAY SCHOOL				EVENING SCHOOL				TOTAL			
	Natnl.	Publ.	Priv.	TOTAL	Natnl.	Publ.	Priv.	TOTAL	Natnl.	Publ.	Priv.	TOTAL
Economics	3,505	800	13,230	17,535	140	60	3,110	3,310	3,645	860	16,340	20,845
Law & Economics	-	100	1,040	1,140	-	30	320	350	-	130	1,360	1,490
Commerce	445	660	9,330	10,435	-	60	2,200	2,260	445	720	11,530	12,695
Business Administration	200	-	1,980	2,180	60	-	550	610	260	-	2,530	2,790
Politics & Economics	160	-	450	610	80	-	350	430	240	-	800	1,040
Political Science & Economics	-	-	1,650	1,650	-	-	940	940	-	-	2,590	2,590
Law & Economics	-	-	300	300	-	-	300	300	-	-	600	600
Commerce & Economics	-	310	1,520	1,830	-	-	540	540	-	310	2,060	2,370

Marketing courses offered at the selected universities covered in the Appendix can be classified into four major categories. The first consists of a basic introductory course (usually with a macro approach) and deals with theoretical, historical, institutional, and functional elements in distribution and marketing in general. The second includes marketing management courses, such as marketing operations of a firm (using a functional approach), or management of marketing institutions, e.g., retail store management. Third, there are a number of courses that center around marketing functions or institutions--for example, advertising, marketing research, wholesaling, and retailing. Finally, a large number of universities offer a course entitled Survey of Foreign Marketing Literature, in which students, generally of advanced standing, are exposed to the latest foreign (primarily American) literature on the subject.

As marketing is a very new academic subject in Japanese universities, advancing the state of the art in Japan has encountered several major problems: first, though some outstanding books on commercial theory and history have been written by Japanese scholars, there is a dearth of modern marketing literature of Japanese origin. Most texts are either translations of foreign works, or Japanese works of a rather descriptive nature. Hitherto, preoccupation of most Japanese marketing professors has been with keeping abreast of U. S. marketing developments; and thus a great need exists for undertaking basic research in marketing in the Japanese context. This would undoubtedly improve courses that are currently offered; but financial constraint, which most universities face, presents a very serious obstacle.

Secondly, there has been an almost unbridgeable gap between businessmen and marketing professors; this latter group, fearing certain loss of prestige, is reluctant to undertake research of a practical and applicable significance. As a consequence, operating executives tend to view professors with a certain amount of suspicion.

Finally, since Japanese universities are generally conservative and the system hierarchical, changes in direction, curriculum, and teaching methods are in some cases difficult to achieve. This is particularly true in those relatively new academic disciplines such as marketing.

Executive Development Programs

A systematic approach to management development is a somewhat new concept in Japan. In prewar days management training largely took the form of "on-the-job." The initial impetus for formalized management training programs came through the occupation's introduction of a number of organized activities shortly after the war.

The concept achieved a wider acceptance in the mid-1950's, when Japanese industry became aware of the need for a more systematic approach to managerial development to meet the challenges of ever-growing and increasingly complex business operations. Marketing, needless to say, has been an important component of these programs. The nature and quality of marketing courses vary widely, since they are offered by a number of institutions employing a wide range of methods. The teaching programs can be classified into three different categories according to sponsorship:

First, there are numerous in-company management programs for executives, ranging from evening seminars to highly organized and sophisticated three-week, full time programs. Marketing is generally included as an important element; for example, in a three-week session arranged from time to time in one firm, three full days are devoted to basic principles of marketing. Courses in this case are taught both by in-company marketing personnel, as well as by professors of marketing.

For their marketing personnel, firms frequently sponsor programs exclusively devoted to marketing subjects. These courses are usually shorter in length, but generally cover specialized topics, such as marketing research, operations research in marketing, computers and marketing, and measurement of advertising effectiveness.

The second category includes those programs sponsored by independent consulting firms or educational institutions. The postwar surge in management education spurred the establishment of many institutes for management training, as well as a wide variety of other activities, such as publication, research, and consulting. Some have their own teaching staff, while others draw upon universities and the business community. Among the leading organizations are the Japan Productivity Center, Japan Marketing Association, Japan Management Institute, and Nippon Office Management Institute.

Naturally, the quality of courses differs widely, but typically they are short and range from half a day to two weeks. Participants include personnel, not only from large manufacturing firms, but also from smaller distribution companies (particularly small wholesalers and retailers in need of knowledge of modern techniques in order to survive the so-called revolution in distribution).

Another significant activity undertaken by these organizations is study trips abroad, where participants have first-hand opportunity to observe American and European marketing practices. Some organizations have also been instrumental in bringing to Japan outstanding foreign (particularly American) marketing scholars for series of lectures and workshops. Publication of their books in the Japanese language frequently follows.

The third category includes those executive development courses offered by universities. Due to a number of external and internal constraints, the university's role in this area has so far been quite limited. One notable exception, however, is the top management seminar conducted by two Harvard Business School professors and sponsored every summer by Keio University. This program, lasting several days and generally attended by 70 to 80 top executives, has apparently achieved wide acceptance among Japanese businessmen.

Conclusion

Marketing education in Japan is still in an embryonic stage and is beset with many problems and challenges. Nevertheless, there are some encouraging signs, both in business and on the academic scene. Business executives have become aware of the importance of this field, and professors are coming to the realization that there exists a body of useful generalizations and knowledge in marketing that can be taught effectively.

In addition, a number of good university marketing scholars are emerging who will undoubtedly provide stimulus and inspiration for their students.

X. FOOTNOTES

1. Material for this chapter was supplied by Dr. Y. Tsuchiya, Yokohama City College, Yokohama, and Mr. E. Hiruta, The Japah Marketing Association, Tokyo, Japan. The chapter was prepared by Dr. Michael Y. Yoshino, MSI (now U. C. L. A., Los Angeles, California).

APPENDIX

Marketing Courses Offered by Selected Japanese Universities:

Keio University

1. Commercial Economics: definition; development of commerce; distribution functions and institutions; social implication of distribution; comparative concepts of distribution; capitalism vs. socialism.
2. Export Marketing: basic theory of international trade, i.e., reasons for international trade, comparative advantages, balance of payments, etc.; international trade and economic growth; problems of underdeveloped countries.
3. Advertising: advertising as a means to stimulate demand; advertising and public relations; management and control of advertising; copywriting.
4. Marketing Research: role of marketing research in marketing management; historical development of marketing research; problems in historical development of marketing research; functions and organization for marketing research; marketing research and decision making; techniques of marketing research; types of marketing research; limitations of marketing research.

Waseda University

Undergraduate

1. Marketing Literature in English: review of American and British literature in marketing.
2. Commerce: the course deals with basic issues in marketing, such as marketing functions and institutions.

3. Commercial Management: the course deals with the following topics:
   a. Quantitative analysis for marketing management
   b. Marketing planning
   c. Merchandise control
   d. Pricing policy
   e. Marketing organization
   f. Advertising
   g. Sales Service policies

4. Advertising: the course deals with basic topics in advertising;

5. Export Marketing: the course deals with export market analysis, method and organization;

6. Advertising Control: advance analysis of advertising problems and issues;

7. Distribution Accounting: the course deals with methods, systems, and problems of distribution, and marketing accounting and control.

Graduate Courses

1. Export Marketing Analysis: the course deals with advanced problems of international marketing; lectures and discussion;

2. Marketing Research: the course deals with methods of marketing research, and use of marketing research data for managerial decision making;

3. Advertising Media: the course deals with problems related to advertising media selection;

4. Survey of Foreign Marketing Literature: the text used currently is Hepner, Modern Marketing;

5. Survey of English Literature in Advertising: the text currently used is Wedding & Lessler, Advertising Management.

Meiji University

1. Distribution Theory: basic problems and issues in marketing functions and institutions;
2. Commercial Management: managerial problems of marketing institutions with a particular emphasis on wholesalers and retailers;
3. Sales Control: the course deals with significant topics in marketing, such as, marketing mix, marketing strategy, marketing research, marketing planning, advertising and export marketing;
4. Industrial Marketing: marketing functions, channels, institutions, and problems related to industrial goods;
5. Product Planning: the course deals with the role of product planning in marketing, and related managerial problems.
6. Advertising: the course discusses such topics as the role of advertising, advertising management, media selection measurement, budget and control.

Hitotsubashi University

1. Distribution Theory: the course deals with a wide range of marketing topics such as, demand analysis, marketing research, product planning, distribution channels, service policies, advertising, pricing policy, marketing organization, sales control.
2. Special Topics in Distribution: the course deals with currently significant topics in marketing. The text being used currently is John Howard's *Marketing Management*.

XI. NETHERLANDS[1]

A. GENERAL EDUCATION SYSTEM

Primary and Secondary Schools

One of the main principles of the educational system in the Netherlands is to provide children with a wide choice of types of education. Thus, the major proportion of schools (70 percent elementary, 60 percent secondary, and 90 percent vocational) are privately owned and largely denominational. The government, however, heavily subsidizes them in return for adherence to certain national regulations and standards. Scholarships and interest-free loans further assist in defraying private school expenses. Directing the entire system, both public and private, is the Ministry of Education and Sciences.

Children ordinarily begin school at age six, with school attendance compulsory for eight years. (See page 285 for educational ladder.) After six years in elementary school, the pupil may choose one of the following four paths:

1. continue at the elementary school for the remaining two years, taking practical courses;
2. transfer to an advanced elementary school (commonly known as a ULO school) for three to four years of further education in preparation for an elementary teacher-training college or intermediate technical college;
3. take an examination for entrance into a selective secondary school (academic) of which there are five types (when the first two of the following list are in the same building, it is known as a _lyceum_):

a. two types of gymnasia, Alpha ("A") and Beta ("B"), each offering a six-year course leading to a university, "technical high school,"[2] or teacher-training school. The "A" school, carrying the most prestige of all secondary schools, concentrates on the arts, while the "B" specializes in sciences. Both schools require courses in Latin and Greek;

b. two types of hogere burgerschool or H.B.S. ("A" and "B"), each offering a five-year course with commercial subjects and economics being given with "A" type. As with the gymnasia, "A" school emphasizes the arts; and "B," science. A diploma from a hogere burgerschool allows university entrance to pursue scientific subjects;

c. middelbare meisjes school (M.M.S.), a girls' intermediate school offering a five-year course with more practical orientation than the above-mentioned, and not granting right to university entrance;

4. lower technical schools, offering two-year and sometimes three-year courses leading to apprenticeship or a technical college.

Approximately 90 percent of Dutch children in the proper age group are presently receiving post-primary education.

The foregoing describes the current Dutch educational system; however, by 1968 certain reforms and revisions will have taken place. Among other aims, these will provide the vocational student with an adequate general education, so as to permit admission to an institute of advanced technology. In addition, a new type of school (atheneum) of six years will replace the five-year H.B.S.

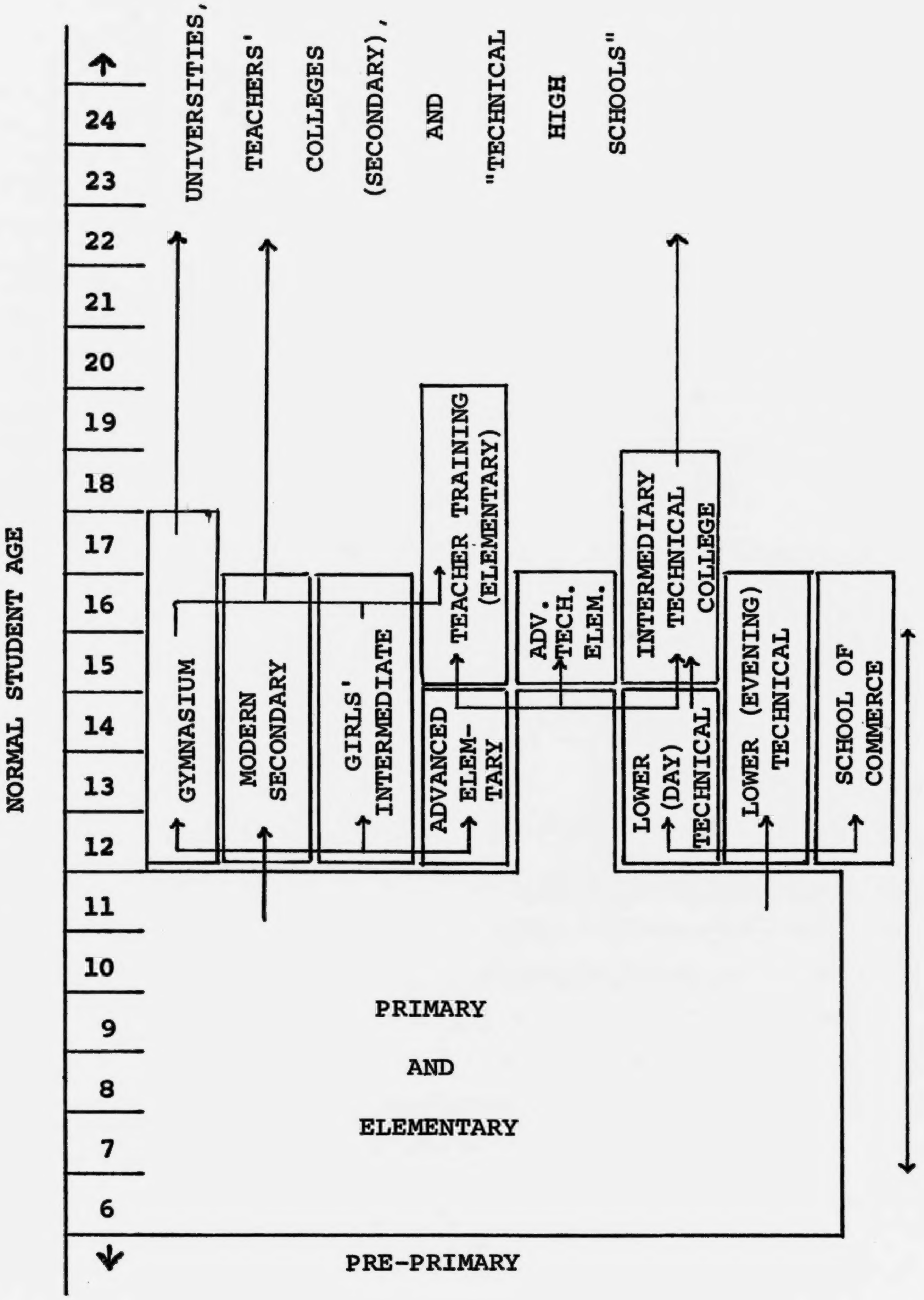
Higher Education

Higher education in the Netherlands can be obtained at six universities: the public universities of Leiden, Groningen, Utrecht, and Amsterdam; and the private Free University of Amsterdam and the University of Nijmegen. Also offering university-level work are a number of specialized institutes, such as the technical schools of university status at Delft, Eindhoven, and Enschede, as well as the Wageningen Agricultural Institute and the two university-level schools of economics at Tilburg and Rotterdam.

To qualify for examinations at all the above, either a leaving certificate from a gymnasium or hogere burgerschool is required; state exams may also qualify a student.

Each of the six universities has a minimum of the following five faculties: theology, law, medicine, humanities, and natural sciences. Most fields require at least five years' study to obtain a doctoraal degree (equivalent to the American master's degree); the same is the case at specialized schools having university status. A minimum of two years' study prepares for the candidaats examination (the candidaats degree being roughly equivalent to the American bachelor's degree), followed by a minimum of three years for the doctoraal examination (called ingenieursexamen at technical schools). Though the candidate must then write a thesis and publicly defend it to obtain his doctoraat, most students discontinue studies after successful completion of the doctoraal exam. This grants status of doctorandus, which ordinarily qualifies for professional standing in the field.

THE NETHERLANDS



NORMAL STUDENT AGE
24
23
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21
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16
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14
13
12
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8
7
6
UNIVERSITIES, TEACHERS' COLLEGES (SECONDARY), AND "TECHNICAL HIGH SCHOOLS"
GYMNASIUM
MODERN SECONDARY
GIRLS' INTERMEDIATE
TEACHER TRAINING (ELEMENTARY)
ADVANCED ELEM-TARY
ADV. TECH. ELEM.
INTERMEDIARY TECHNICAL COLLEGE
LOWER (DAY) TECHNICAL
LOWER (EVENING) TECHNICAL
SCHOOL OF COMMERCE
PRIMARY AND ELEMENTARY
PRE-PRIMARY

Both professors and students enjoy great academic freedom; there is generally no system of credits, no semester or yearly tests, and no compulsory attendance.

State universities are under direct control of the government, which is responsible for their support. Similarly, private universities receive their major financial support from the state--about 95 percent. A board of five to seven curators, appointed by the Queen in state universities, is responsible for administration. Each university also has an academic council, composed of professors and headed by a rector. Appointment of professors and lecturers is made by the Crown, the nominations having been presented by the council.

In 1958-59 only 3.3 percent of students (approximately 36,000) in the relevant age group were entering higher education in the Netherlands; however, by 1970 an increase to about five percent is expected. Though tuition fees are low (equal to $60 per year) and numerous students receive grants and interest-free loans, many prospective university students are no doubt discouraged from pursuing higher education because of the long programs of study (average of six years). This factor also contributes to the high dropout rate of 40 percent.

B. BUSINESS EDUCATION

Before the twentieth century, the study of economics was to be found only as part of the curricula of universities' law faculties. In 1913, however, a number of Rotterdam merchants formed the Netherlands School of Economics as a private institution of higher education (though generously supported by the government).

Initially, it offered mainly a two-year complete commercial education, with a practical emphasis. Gradually, however, focus turned to the study of economic science for its own sake; and by 1927 the school no longer offered a certificate in commercial education, but instead a candidaats degree in economics. A doctoraat can now also be obtained.

Following the example of this school, three universities subsequently created faculties of economics: Amsterdam Municipal, Amsterdam Free, and Groningen. The Roman Catholic Institute of Economics at Tilburg was founded, and the established Agricultural Institute of Wageningen began courses in agricultural economics. Though all of these institutions offer business subjects, none so far has set up a separate business administration school or faculty.[2]

As of September, 1966 a post-M.A. program in business administration was to be offered through the Foundation for Business Administration, attached to the Netherlands School of Economics, in cooperation with the Technical University at Delft and the Graduate School of Business Administration of the University of Michigan in Ann Arbor, USA.

With regard to enrollment, fully ten percent (approximately 4,000) of all students are pursuing economics as a major field. (About half of these are enrolled at the Netherlands School of Economics.)

C. MARKETING EDUCATION

As in other countries where marketing has not reached the status of an independent discipline, the subject is taught within various other study areas. Thus, marketing subjects are an integrated part of the bedrijfseconomie (business administration) program and are also taught within the area of general economics, especially those topics concerning theory of the firm, demand analysis, and pricing. Some of the more quantitative aspects related to marketing are also treated in courses in econometrics and statistical analysis.

All in all, marketing subjects at university level are included in the programs of six institutions: Netherlands School of Economics, Municipal University of Amsterdam, Free University of Amsterdam, the Roman Catholic School of Economics, the Wageningen Agricultural Institute, and the State University of Groningen. In addition, the Netherlands School of Business (N.O.I.B.) and the School for Higher Education in Textiles offer marketing courses. Also, a few other institutions offer marketing as part of their management development programs--occasionally as a regular program but mostly in the form of seminars or short courses.

As might be expected where marketing education is a relatively young phenomenon, emphasis in the universities is on the general (introductory) courses and courses dealing with functional questions. Management and research-oriented courses are not yet frequently offered.

The following pages represent a comprehensive picture of marketing as taught in Dutch universities and other institutions.

XI. FOOTNOTES

1. Material for this chapter was prepared by Dr. H. J. Kuhlmeijer, Nederlandsche Economische Hoogeschool, Rotterdam, the Netherlands.
2. Technical high schools, though on a par with universities, are not permitted to carry the title "university."
3. The only institution of importance using the term "Business" in its title is the Netherlands School of Business (N.O.I.B.), but this is at sub-university level.

APPENDIX

MARKETING PROGRAMS

A. Marketing Programs at University Level

1. Nederlandse Economische Hogeschool, Rotterdam
   (Netherlands School of Economics)
   Department of Economics

   a. Handelseconomie (Introductory Marketing) Undergraduate Course--2 semesters (22 lectures and 20 working classes)--approximately 600 students.

      Obligatory course for all undergraduate students in economics. Begun as special course in 1962-63.

      Content: Introduction to the marketing process; flow of goods and types of markets. This course is based on the functional, institutional, and commodity (by broad categories) approach.

      Reading assignment: Tousley, et al., Principles of Marketing.

   b. Prijs-en-Afzetvraagstukken (Marketing Management and Relevant Marketing Theory), (Qualitative Approach) Graduate Course--2 semesters (28 lectures)--approximately 75 students.

      Obligatory course for all graduate students in business administration. Course initiated in 1963-64.

      Content: Role of marketing in the economy and for the firm; integration of marketing management in the overall business policy and management; marketing objectives, efforts, and costs; components of the marketing mix and their interrelation; marketing problems in the E.E.C.; the impact of the marketing point of view on classical (European) concepts in business administration.

      Reading assignment: Staudt and Taylor, A Managerial Introduction to Marketing.

c. Commerciële economie (Marketing Management and Theory), (Quantitative Approach) Graduate Course--4 semesters (112 lectures)--approximately 10-15 new students each year.

Elective course for graduate students in economics. Number of students and course content have varied little over the last few years.

Content: Managerial approach to marketing with regard to both purchasing and selling; problems of decision making related to the theory of the policy maker; integration of marketing in economic theory; use of mathematical models; use of an instrumental approach for selling, as well as purchasing; marketing mix and purchasing mix.

Reading assignments: Vedoorn, Marketing from the Producers' Point of View; Phelps, Sales Management.

d. Marktanalyse en bedrijfs-statistiek (Marketing Research and Business Statistics) Graduate Course--4 semesters (112 lectures)--approximately 15-20 new students each year.

Elective course for graduate students in economics. Number of students and course content have varied little over the last few years.

Content: Two semesters are devoted to research techniques, such as data collection methods: sampling, survey, opinion research, and statistical analysis. Two semesters are devoted to the fundamentals, such as which type of research method and technique is required for a specific research problem and how to relate these to the character of the market.

Reading assignment: Verdoorn and Ferber, Research Methods in Economics and Business.

e. Vervoerseconomie en Haven-economie (Transportation and Maritime Economics)--4 semesters (168 lectures)--approximately 35 students.

Elective courses for graduate students in economics. Transportation begun in 1947; Maritime Economics in 1959. Number of students is increasing.

Content: Course is divided into three sections: Maritime economics; also problems related to inland and sea navigations. Price formation in transport; supply and demand; seasonal fluctuations and cost calculation by transporters. Research into different techniques of transportation, navigation, railway traffic, road transportation, pipelines, etc. Transportation policy, especially in relation to growth of E.E.C. and E.F.T.A.

2. Universiteit van Amsterdam (Municipal University of Amsterdam), (city-owned)
Department of Economics

Note: No courses are specifically labeled Marketing. Those courses, however, in which marketing problems receive special attention are listed below. For the future, an elective course is planned in "commerciële economie" and marketing, which is scheduled as a four-semester course with 128 lectures. A course on transportation economics is also offered.

a. Leer van de interne organisatie (Internal Organization) Graduate Course--4 semesters (56 lectures and 28 working classes)--approximately 100 students.

Obligatory course for all graduate students in economics. Working class is obligatory for students in business economics.

Content: Deals with the organizations, especially of the business firm. In this framework, consideration is given to the organization of the marketing department and the sales force. Approximately 15 hours and some working sessions are devoted to marketing aspects.

b. Leer van de externe organisatie (External Organization) Graduate Course--4 semesters (56 lectures and 28 working classes)--approximately 100 students.

Obligatory course for all graduate students in economics. Working class is obligatory for students in business economics.

Content: Deals with the production and marketing institutions, their functions and relations; the analysis of the flow of goods from producer to consumer. Functions of and development in retailing and wholesaling; marketing policy of industrial firms; market research.

Reading assignments: Converse and Huegy, Elements of Marketing; Revzan, Wholesaling in the Marketing Organization; Fox, How to Use Market Research. Approximately 20 hours and 6 working sessions are devoted to the marketing program.

c. Economische orde en politiek (Economic Order and Policy) Graduate Course--4 semesters (56 lectures and 28 working classes)--approximately 100 students.

Obligatory course for all graduate students in economics. Working class is obligatory for students in business economics.

Content: Deals with the structure of economic order and government policy. Attention is given to price policy and resale price maintenance.

d. Economische sociologie (Economic Sociology) 4 semesters (56 lectures and 28 working classes)--approximately 70 students.

Obligatory course for all graduate students in economics, majoring in economic sociology, and all graduate students in sociology. Elective course for graduate students in economics.

Content: Includes sociological and social-psychological problems of economic behavior; students can select consumer behavior as a special study subject.

Reading assignments: Passes and Smelzer, Economy of Society; Katona, The Powerful Consumer; Howard, Marketing Theory.

3. Vrije Universiteit Amsterdam (Free University of Amsterdam), (private)
Department of Economics

Note: See general remark on Universiteit van Amsterdam. At the Vrije Universiteit there are also plans to introduce a special marketing course.

a. Leer van de interne organisatie (Internal Organization) Undergraduate Course--2 semesters (44 lectures and 28 working classes)--approximately 125 students.

Obligatory course for all undergraduate students in economics.

Content: Deals with the organization, especially the business firm; in this framework attention is given to organization of the marketing department and sales force. Twenty percent of time is devoted to marketing subjects.

b. Leer van de externe organisatie (External Organization) Undergraduate Course--2 semesters (22 lectures)--approximately 125 students.

Obligatory course for all undergraduate students in economics.

Content: Framework is the entire external organization. Wholesale and retail problems are analyzed; for example, cost calculations, location, resale price maintenance, and future markets. Seventy-five percent of time is devoted to marketing subjects.

c. Leer van de interne organisatie (Internal Organization) Graduate Course--4 semesters (56 lectures and 28 working classes)--approximately 40 students.

Obligatory course for all graduate students in economics. Working class is obligatory for graduate students in business economics.

Content: Same general program as in the undergraduate course in Internal Organization.

d. Leer van de externe organisatie (External Organization) Graduate Course--4 semesters (56 lectures and 28 working classes)--approximately 40 students.

Obligatory course for all graduate students in economics. Working class is obligatory for graduate students in business economics.

Content: Same general program as the undergraduate course in External Organization. In the marketing section the approach is managerial with emphasis on elements of the marketing mix. Seventy-five percent of time is devoted to marketing subjects.

4. Katholieke Hogeschool (Roman Catholic Institute of Economics) at Tilburg, (private)

Note: On the undergraduate level there is no course entitled Marketing. Some aspects of marketing are dealt with in the course Organisatie van de onderneming.

a. Organisatie van de onderneming (Organization of the Firm) Undergraduate Course--2 semesters (56 lectures)--approximately 25 students.

Obligatory course for all undergraduate students in economics.

Content: Deals with the administrative organization and production and marketing within firms. Twenty-five percent of time is devoted to marketing subjects.

b. Commerciële organisatie (Business Organization)--2 semesters (56 lectures and 56 working classes).

Obligatory course for undergraduate students seeking a bachelor's degree.

Content: Marketing aspects of firm policy; elements of the marketing mix and purchasing mix and their interrelation; market research.

c. Commerciële organisatie (Business Organization)--4 semesters (112 lectures and 56 working classes)--approximately 30 students.

Elective course for graduate students in business economics. Initiated in 1962-63.

Content: Same as b. above.

d. Organisatie van de onderneming (Organization of the Firm)--3 semesters (112 lectures and 56 working classes)--approximately 100 students.

Obligatory course for all graduate students in business economics.

5. Landbouwhogeschool Wageningen (Agricultural Institute of Wageningen), (state-owned)
Department of Agricultural Economics

   a. Marktkunde en marktonderzoek (Marketing and Market Research) Graduate Course--2 semesters (56 lectures)--approximately 28 students.

      Elective course for graduate students in agricultural economics and food technology. Course initiated in 1964.

      Content: Course is divided into three sections: Market structure, description and analysis of marketing channels, technical markets and consumer behavior. Marketing strategy: the instrument of the marketing mix. Market research, statistical demand analysis and survey procedures.

6. Rijksuniversiteit Groningen (State University of Groningen), (state-owned)
Department of Economics

   a. Externe organisatie (External Organization including Marketing Aspects) Graduate Course--2 semesters (28 lectures and 28 working classes)--approximately 40 students.

      Elective course for graduate students in economics.

      Content: Introductory course in the theory of marketing, marketing institutions, and some aspects of the marketing mix.

B. Marketing Programs at Nonuniversity Level

   1. Het Nederlands Opleidingsinstituut voor het Buitenland (N.O.I.B.) (Netherlands School of Business), (government and privately sponsored)

      a. Course "A" at undergraduate level (day class). (Admission condition: secondary school.)--4 semesters --approximately 350 students.

         Marketing programs are obligatory for course A students.

Content: Origin of trade, merchants, and middlemen, price determination; merchandising agricultural and industrial products; types of trading activity; study of the marketing mix. Organization and function of the advertising agency, types of campaigns, media, media planning, and media research; Types of retail trading activity; competition. Export situation: opportunities, export problems, and procedures.
Analysis of market structure: polls and questionnaires; sampling methods.

Specific Marketing Content	Hours
elements of marketing	31
survey of marketing	29
retail trade problems	15
export marketing	15
marketing research	36
advertising	38

b. Course "CT" at undergraduate level (day class). (Admission conditions: college of technology--two semesters.)--2 semesters--approximately 25 students.

Initiated in 1955 with 7 students. This marketing program is partly elective.

Marketing Program: same elements as above course. Total hours of marketing: 85.

c. Export study, four-week course for those working in the trade; graduate and first graduate level--4 weeks (four-week day course)--approximately 20 students.

Initiated in 1961 with 17 students.

Content: Export problems and procedures related to the total marketing effort.

2. Hogere Textielschool Enschede (School for Higher Education in Textiles), (government-sponsored) Technical-Commercial Department

a. Undergraduate Course (4 semesters plus 2 semesters practical work)--course begun in 1956 with 30 students; interest is increasing.

All lectures are obligatory for students in the technical-commercial department of the school.

Content: Courses are strongly related to textile problems and could also be classified as textile business economics and textile marketing.

Reading assignment: McCarthy, Basic Marketing.

Specific Marketing Content	
introductory marketing	semesters: 1, lectures: 20
marketing management and marketing	semesters: 2, lectures: 300
marketing administration	semesters: 2, lectures: 80
buying	semester: 1, lectures: 40
international marketing	semesters: 2, lectures: 80

Note: All the above marketing courses are conducting concurrent classes.

C. Evening Courses (Mainly adults already employed)--(not an exhaustive list)

1. Stichting Reclame-Onderwijs (Dutch Foundation for Education in Advertising)

   a. Marketing and advertising course at undergraduate level--4 semesters (134 lectures)--approximately 100 students

      Content: Deals with economic and psychological aspects, design and advertising techniques, including: theoretical introduction to marketing; description and analysis of the marketing mix, especially the promotion mix; media choice and campaign operations; market research.

2. Stichting ter Bevordering van Bedrijfsopleiding in de Detailhandel in Nederland (Foundation for Education in Retailing in the Netherlands)

   a. Courses in retailing for different industries: textiles, grocery products, electrical appliances--2 semesters (120 lectures)--approximately 400 students.

      Content: Managing retail stores: administrative techniques, finance; attention is given to merchandising and selling.

D. Short (concentrated) Courses--(adults, mostly of top and middle management)

1. Nederlands Instituut voor Efficiency (N.I.V.E.), (Netherlands Management Association)

a. Marketing Research--course at undergraduate level.

Course is given one to six times a year. All courses include case discussions.

Content

Marketing research in industrial markets: structure resources and methods of research.	days: lectures:	6 30
Product planning and development for the industrial firm: integration of R & D in organization, steps in R & D, evaluation of products.	days: lectures:	2 15
Purchasing research: tools for buying, researching the market.	days: lectures:	2 15

b. Marketing Management

Recent developments: introductory courses in market research for the industrial and consumer market are planned.

Content

Marketing Management in Europe: inter-European top managers' seminar, sales forecasting, organization of marketing operations.	days: lectures:	2 12
Marketing policies: description and analysis of the marketing mix, especially sales promotion and pricing.	days: lectures:	5 25

c. Sales Management, Advertising, Packaging

Also a 26-day introductory course in sales management and a 20-day course for those with technical background.

Content

Sales management: organization and training, consumer behavior.	days: lectures:	5 25
Sales planning: short-term planning and managing the sales force.	days: lectures:	2 12
Radio and TV advertising: advertising policy, introduction of commercial radio and TV.	days: lectures:	14 45
Introductory course in packaging: technical and commercial aspects, design in packaging.	days: lectures:	7 25

Note: Number of students per course is limited to 18 in all courses at Nederlands Instituut voor Efficiency.

2. Centraal Sociaal Werkgevers-Verbond (Central Social Employers' Association)

a. Modern Koopmanschap (Modern Merchandising), (Theoretical and practical course of graduate level in cooperation with N.I.V.E.)--approximately 15 students.

Content

Principles of commercial policy: integration in overall policy; participants solve one complex case.	days: lectures:	25 200

3. Nederlands Katholiek Werkgeversverbond (in cooperation with Economisch Instituut Tilburg)

a. Graduate course in marketing for managers--approximately 20 students.

Content

Introduction to marketing: the instruments of the marketing mix, product policy, channels of distribution, pricing, and promotion.	days: lectures:	7 28

4. Nederlands Centrum van Directeuren (Dutch Managers Association)

   a. Sales Management

   Content

Choice of distribution channels: sales planning, meriting and training of the sales force.	days: lectures: (days: lectures:	8 20 12 30)

Note: This institute also offers one-day seminars for managers on selling in European markets, branding, and control of distribution costs.

E. Correspondence Courses

1. Stichting Nederlands Vervoerswetenschappelijk Instituut (Institute for Transportation Sciences in the Netherlands)

   a. Undergraduate course in transportation--4 semesters.

   Content: Gives an introduction to economics, law, and statistics relevant to transportation. Backbone of the course is transportation.

F. The following private institutions also have programs which include marketing subjects similar to the above:

Instituut voor Sociale Wetenschappen
Instituut voor Bedrijfswetenschappen
Avondacademie voor Bedrijfswetenschappen
Commissie Voortgezet Handelsonderwijs
Ring van Rotterdamse Repetitoren

XII. NEW ZEALAND [1]

A. BACKGROUND

An awakening interest in marketing education in New Zealand can be seen against the background of her changing trade pattern. Export trade, which is 90 percent farm produce, represents a high proportion of national income (over 20 percent). Previously, by Commonwealth agreement New Zealand exports had an assured market in Great Britain and Australia, which in 1940 accounted for 88 percent and 3 percent, respectively. But since World War II economic ties with the Commonwealth other than Australia have been weakening; and in 1963 Great Britain accounted for only 46 percent and Australia, 4 percent. Now New Zealand has to face, on less favorable terms, increased competition in the British market, chiefly from their rising domestic agricultural production. Consequently, New Zealand has had to seek other markets for her produce and to become more oriented to world trade.

Moreover, the importance of agriculture in the economy has steadily been decreasing in relative terms, though in absolute terms it is increasing. Between 1957-62 manufacturing production has increased 45.8 percent compared with 21.6 percent for agricultural production; employment in agriculture as a proportion of total employment has fallen to 13 percent in 1963 from 19 percent in 1953. Thus, the growth of industry has given rise to a greater demand for trained management at all levels, with the increasing size of firms creating a need for the application of scientific management and organizational procedures.

An American visitor once wrote, "Along with the Spaniard, the New Zealander is probably the most conservative man living." [2] The unprogressive nature of an agricultural population, combined with the geographic isolation of the country and the migration of many of its young people, discourages possibilities for innovation and new ideas. However, this attitude appears to be changing, and efforts are now being made to create more attractive opportunities for New Zealand's young intellectuals at home.

B. GENERAL EDUCATION SYSTEM

But despite conservative tendencies, the New Zealand social climate is essentially egalitarian. Another American observed, "Egalitarianism in New Zealand is regarded as the core of the democratic doctrine. 'If something is to be had, then,' the New Zealander will argue, 'let it be spread as widely as possible.'"[3] This philosophy extends to the education system, the New Zealand Yearbook asserting that "the strongly egalitarian temper of New Zealand society is reflected in education administration by the policy of giving education, at all levels, to those who desire it. In few countries is there closer approximation to equality of educational opportunity."[4]

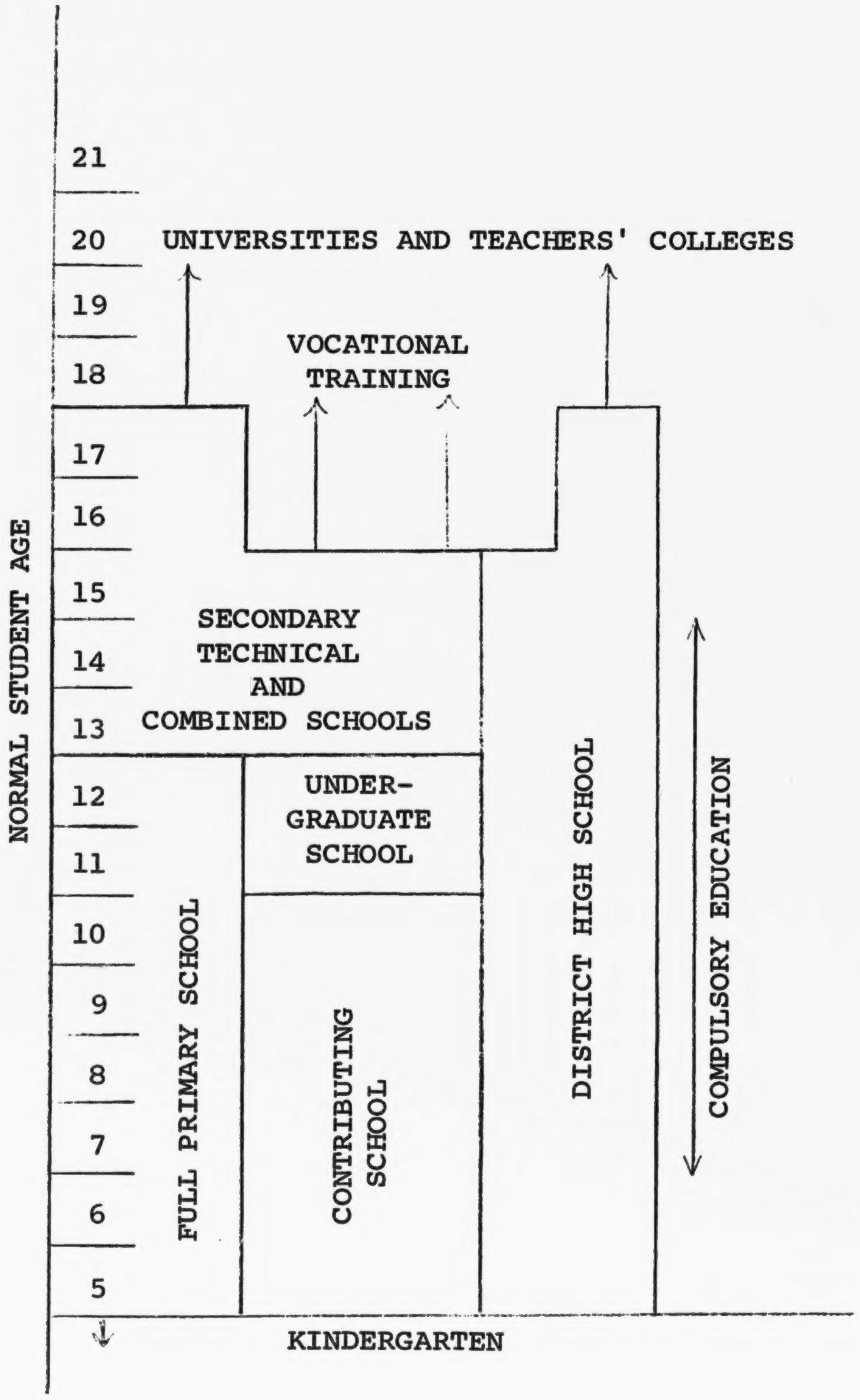
The government subsidizes public education, which in 1963 ran about four percent of National Income. Ten percent of the government educational budget, a fairly high proportion, is spent on higher education, while 75 percent of university income is provided by government and grants, with roughly two-thirds of university students receiving aid. But because partial assistance is given to all students rather than total assistance to only a certain number, a very high proportion can attend only part time. In 1962 out of 15,881 students enrolled in the universities, over half (9,681) were part-time. However, this proportion is steadily, and indeed rapidly, diminishing; and the universities are encouraging and even requiring that students attend certain courses on a full-time basis.

Primary and Secondary Schools

Compulsory education is provided between the ages of seven and fifteen, though free education is provided from five to nineteen. Ordinarily, a child spends six years in primary school and then two years in the intermediate section, after which he goes on to a secondary school or technical high school. The School Certificate examination is taken after three or four years of secondary education in English and four or five other subjects; and after an additional two years, Higher School Certificates are awarded. (See table on page 305 for educational system.) Entrance to a university is gained either by: 1) the schools recommending those students whom they regard as capable of academic studies, or 2) students passing the university's entrance examination. Only ten percent of secondary school students enroll at universities.

TABLE 1

NEW ZEALAND


NORMAL STUDENT AGE
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UNIVERSITIES AND TEACHERS' COLLEGES
VOCATIONAL TRAINING
SECONDARY TECHNICAL AND COMBINED SCHOOLS
UNDER-GRADUATE SCHOOL
FULL PRIMARY SCHOOL
CONTRIBUTING SCHOOL
DISTRICT HIGH SCHOOL
COMPULSORY EDUCATION
KINDERGARTEN

Higher Education

Higher education is obtainable at three different types of institutions: the university, the technical college, and the teachers' college. Until 1961 the only university extant was the University of New Zealand, comprised of four university colleges and two affiliated agricultural colleges. After the Universities Act of 1961, the four university colleges and one of the agricultural colleges became independent universities; and in 1964 a totally new university was established.

Since the war there has been considerable increase in student enrollment in institutions of higher learning. This is, in part, due to a greater demand for qualified persons and to the large teen-age population resulting from the postwar baby-boom. Whereas in 1939 only 40 percent of those eligible proceeded to higher education, in 1963 the proportion was about 70 percent. In 1945 8,000 students were attending lecture courses compared with 17,000 in 1963 out of the entire total population of two and a half million. Total population has been growing at an average annual rate of only 2.1 percent (1956-61). Thus, as the Minister for Education remarked, "Universities are embarked on a program of expansion which could scarcely have been foreseen even ten years ago." [5]

The Report of the Hughes Parry Committee on New Zealand Universities (1959) expressed major concern with the increased enrollment, recommending more government support, as well as additional library and research facilities. Also noted in the report is the problem of staffing: many high caliber professors are attracted by larger salaries and other benefits offered in positions overseas. Fortunately, though, as a result of the Committee's recommendations, there has been a striking increase in government support, as well as improved salaries for university personnel.

Ordinarily, a first degree (bachelor's degree) should take three years; but since slightly less than half the students attend part time, it often runs to five years. (Because of this part-time situation, less than half of all enrolled students actually obtain a first degree.) A very much discussed topic is the high dropout rate: only about 40 percent of each year's enrollment succeed in graduating. The Hughes Parry Committee Report recommended that university education be reorganized toward full-time, day study for the regular degree program.

Other commentators have been even more emphatic in their criticisms of New Zealand's higher education and the lack of adequate expansion. "New Zealand tends to neglect the cultivation of its richest resource, the ability of its young people. The university is inadequately financed; there is too little provision for graduate studies or for faculty research." [6]

This observer deplored the lack of pure research: "The university has not been able to keep abreast of the developing needs for research and advanced teaching. Some aspects of applied research in agriculture and in industry have been met by the creation of specialized departments; but unless graduate students are trained to a higher level and more opportunity is given for basic research, the university colleges cannot contribute to national development and administration what they should, and what universities do contribute in other countries." [7]

C. BUSINESS EDUCATION

Until recently higher education for business was chiefly provided in the faculties of commerce of the universities. These offered a four-year program leading to the Bachelor of Commerce, which emphasized economics and accounting. Many students going into business tend to favor accounting as a major, owing to its importance in New Zealand business. In addition to their usual services, New Zealand accounting firms frequently offer management consulting services. Consequently, many qualified accountants have moved into top management positions, with perhaps one-third of the country's qualified accountants occupying such places.

Other than those who have risen through accounting, many executives have had no formal higher education. The majority have gone into business after secondary school and have worked their way up, sometimes with the help of family connections.

Since the war there has been an increasing demand for a broader and more formal business education. This comes, in part, from some sectors of the business community, in particular, those with international connections who are aware of the sophisticated techniques used by firms abroad and especially in the United States. The advent of computers, the increased size of firms, and the growth of the market have created additional need for training in the use of the wide variety and complexity of management "aids." However, many businessmen have to be convinced of the utility of these techniques and of business education in general. As someone commented, "You can buy executive talent from the classroom rather than grow your own."

Most of the pressure for a broader business education has come from universities; but this has, by no means, been unanimous. Many of those in the older disciplines feel that business is not an academic subject, does not belong in the university, and should be taught either in the firm or in technical colleges. (This attitude was encouraged by the Gordon and Pearson Reports, which severely criticized American business schools.) Furthermore, there have been difficulties in financing business administration studies due to the government's indirect system for fund allocation: a block grant is made to the University Grants Committee, which in turn metes out funds to the various faculties. Nor is there any organized means of obtaining private funds from industry or alumni, as in American schools.

The need for development of business education echoed in the Universities' Committee Report which recommended wider use of liberal arts and social science graduates for public and business administration, advising both universities and the business community to "give urgent attention to the development of appropriate courses in business management at the university level."

The growing demand for broader business education has been met both by the establishment of courses by professional organizations, and by the expansion of university courses in business areas. The New Zealand Institute of Management established a series of one-year evening school diplomas for middle management. Courses are held at the technical colleges and are largely financed by the Institute and the Chamber of Commerce. Generally of a vocational nature, topics cover functional areas of management. The Institute also sponsors a four-week management course for top executives and has a monthly business magazine, Management.

At the university level business education was broadened by adding new material to exising courses, increasing the number of options for established degree programs, and setting up new programs. The additional material includes managerial accounting, planning and forecasting, decision making under uncertainty, mathematical programming, and game theory. New courses include managerial economics, managerial accounting, business finance, and econometrics courses covering statistical concepts applicable to management. The University of Otago has introduced a specialization course in management for the Bachelor of Commerce (B. Comm.) degree in addition to specializations in accounting and economics; and in 1964 the University of Wellington introduced a specialization in business administration for their B. Comm., and a diploma in business administration operated on a "sandwich" basis over a two-year period (i.e., 15 weeks' course work in each of two years). The University of Canterbury is adding a new program leading to a diploma in business administration to be offered for the first time in 1966 if sufficient staff is secured. The program runs one year and is open to holders of any bachelor's degree in New Zealand, or anyone admitted to graduate standing at the University of Canterbury, provided they have adequate mathematical knowledge.

D. MARKETING EDUCATION

General

As management courses are of recent date in New Zealand, marketing courses are even more novel. No courses or programs are as yet exclusively devoted to marketing, although this field is of some importance in many management courses, as well as economics and statistics.

At the university level marketing theory is covered in management theory and economics, and market research techniques are covered in econometrics and statistics courses. Because of the established disciplines' antipathy toward practical business courses, subject matter is chiefly theoretical and abstract, e.g., statistical decision making or topics related to economics, econometrics, and statistics which are more easily acceptable to other academicians.

Courses in agricultural marketing are offered at Lincoln Agricultural College attached to the University of Canterbury, and at the University of Manawatu. These emphasize government and agricultural problems as distinct from business problems.

Courses at a post-secondary level, sponsored by the Institute of Management, deal specifically with certain functional areas of marketing: credit management and retailing, for example.

University Courses

University of Wellington

In 1964 a business administration unit was started as part of the Bachelor of Commerce degree. Marketing is covered in the syllabus, and introductory marketing principles are covered in lectures: about 20 percent of the course (47 lectures), plus three lectures on topics such as business information and operations research.

In the second-year economics course, about 20 lectures are devoted to marketing research and theory; in the third-year economics course, about ten lectures deal with market research questions, such as linear programming and transportation models. Some students take a statistics option of about 25 lectures.

In 1965 a two-year "sandwich" course leading to the Diploma in Business Administration was introduced. Twenty-four lecture seminars were devoted to marketing. The course is postgraduate level, but candidates with two years senior business experience may be admitted. The program included behavioral analysis, marketing (including market research), applied statistics, and systems analysis.

The University of Auckland

The University of Auckland has been the most conservative of the universities, confining itself to adding new optional courses for existing programs to focus attention on managerial problems. It has also encouraged engineers and scientists to take the B.Comm. degree by giving them credit for certain work in their other courses and exempting them from some requirements. (N.B. Early specialization in New Zealand education makes transfer from one field to another difficult; graduate work must be in the undergraduate field of specialization.) "The program still predominantly emphasizes abstract analysis rather than its application to managerial problems. There is no evidence that the program is designed to prepare students for management."[8]

Six courses are offered which cover marketing topics: two undergraduate and one graduate course in econometrics, started in 1958, including statistical techniques which can be used for sales forecasting; and two undergraduate and one graduate course in managerial economics, started in 1964-65, dealing more specifically with marketing theory, including demand theory, theory of markets, and application of quantitative techniques to allocation problems.

University of Canterbury

At this university three courses are listed--two undergraduate and one graduate course: a two-year undergraduate economics course with one hour per week of Marketing and Price Theory for a total 26 weeks; and a third-year undergraduate course of Advanced Management and Cost Accounting, covering distribution cost analysis, demand analysis and forecasting, and marketing organization and management, taking a total of 20 hours of a 26-week course (4 hours per week). As part of the Master of Commerce program, the management accounting course deals with forecasting, marketing policies, and price theory, for a total of nine hours in a 26-week course (1½ hours per week).

The University plans to introduce a new Diploma in Business Administration in 1966 (see above). This will be a one-year course; and the student will cover, among other subjects, managerial decision making, and marketing analysis and research.

University of Otago

In 1966 Marketing Management is to be introduced as an optional unit of the Master of Commerce degree; and Management Specialization, as a unit of the Bachelor of Commerce. Other aspects of marketing, particularly in theory and research techniques, are covered in undergraduate statistics and economics courses (such as at Canterbury and Wellington).

University of Manwatu

Two fourth-year courses for B.A.'s in Agricultural Studies and Horticultural Studies, initiated in 1961, cover analytic and descriptive aspects of marketing. Main emphasis is on marketing theory and agricultural marketing, also agricultural pricing and support policy (only two students enrolled).

Lincoln College

For the B.A. in Agricultural Science, a basic course in agricultural marketing and marketing institutions is given, including the topics price analysis and market research. The Master of Agricultural Science course contains one section on advanced market research techniques, marketing econometrics, and operations research. A thesis must be written on an agricultural marketing topic.

Enrollment in these courses varies between 260 undergraduate students in the economics course at Wellington (which is compulsory for the B.Comm. degree and may also be taken by B.A. students) and an average of six in the graduate courses (2-12), with considerable increases anticipated in enrollment.

Nonuniversity Courses

Marketing is offered in various technical colleges on a night or correspondence basis and is administered by the New Zealand Institute of Management (NZIM). The Institute awards four major diplomas (Industrial Administration, Business Administration, Retail Administration, and Credit Management) and establishes requirements, conducts national exams, and issues basic syllabuses for study. The nonuniversity programs are composed of unit study areas rather than course units per se. In other words, each diploma program is divided into three stages, each of which is then divided into study areas which cover broad business subjects through a series of lectures. For example, the first stage of the Diploma in Business Administration is composed of commercial administration, salesmanship, and money, banking, and finance. The lectures within these three categories range from organization to financing, taxation, and channels of distribution.

Subjects relevant to marketing are covered in the unit on salesmanship in the first stage of the Diploma in Business Administration; in the third stage of the Business and Industrial Administration Diplomas there is a unit on marketing. At all stages of the Retail Administration Diploma, functional aspects of marketing are covered; but the course is of a problem solving and very practical nature.

In 1964 enrollment was 500 in the Business Administration Salesmanship course and 129 in that of Retail Administration.

Method of teaching is lectures given by businessmen and supplemented by class discussion. The case-study method has just recently been introduced and is used only to a limited extent in universities, and many economics courses appear to be heavily math-oriented. Textbooks are frequently American, although most teachers with university background have been trained in the United Kingdom.

Summary

As an academic discipline, marketing in New Zealand today is in its birth throes. While in 1964 no courses exclusively in this subject were given in the universities, in 1966 the University of Otago planned to introduce Marketing Management as an option to the Master of Commerce degree; and the University of Canterbury has been planning a marketing program with the assistance of a professor from the University of Pennsylvania's Wharton School of Finance and Commerce. However, in spite of the dearth of marketing courses in universities, various technical colleges, under the direction of the New Zealand Institute of Management (NZIM), offer evening and correspondence courses in this field.

XII. FOOTNOTES

1. Material for this chapter was prepared by Mr. A. Marshall, Victoria University of Wellington, Wellington, New Zealand.

2. James Michener, "In Defense of Human Dignity," Verdict on New Zealand, (Desmond Stone, ed., Wellington, New Zealand, 1959).

3. Leslie Lipson, "A Universal Equality," Verdict on New Zealand, Ibid.

4. New Zealand Yearbook 1964.

5. New Zealand Department of Education, Annual Report, 1964.

6. J. B. Condliffe, New Zealand in the Making, Preface.

7. J. B. Condliffe, The Welfare State in New Zealand, (London: George Allen and Union Ltd., 1959), pp. 219-220.

8. CIOS, Organized Efforts to Advance the Art and Science of Managing in Selected Countries, Report on New Zealand, Sydney, Australia, 1960.

XIII. NORWAY[1]

A. GENERAL EDUCATION SYSTEM

Education has long been one of the cornerstones of the democratic system in Norway, going back to the Constitution of 1814 which specified "a well-educated people to run the affairs of government." Through this early recognition of education as a state interest, an educational system has evolved bearing strong elements of centralization and government responsibility, this characteristic being found in all Scandinavian countries. All educational, ecclesiastical, and cultural affairs are handled by the Ministry of Church and Education, which is also charged with carrying out education laws passed by Parliament.

On the lower levels of education, local school boards administer in each municipality. Seven years of education is compulsory, these usually being spent at the elementary school (*folkeskole*) between ages seven and fourteen. After this the student may proceed either to a "continuation" school for one year (compulsory in some municipalities) during which time he is employed by a firm, or to a vocational school in preparation for apprenticeship.

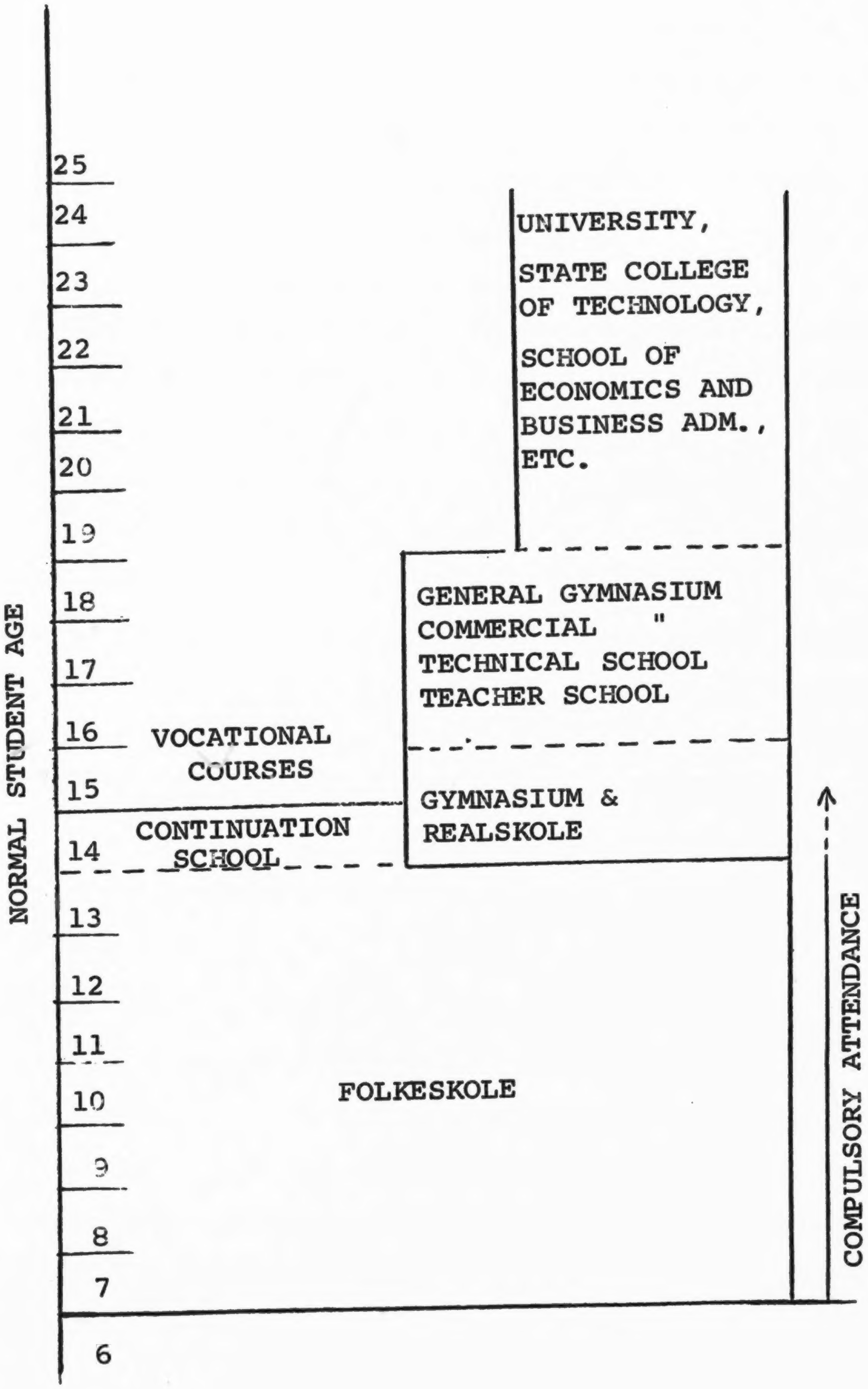
Those students, however, who have exhibited academic abilities early in the elementary years transfer, at age ten or eleven, from the *folkeskole* to the three-year *realskole*. From there they ordinarily proceed to the *gymnasium*, which is attended for another four to five years. The gymnasium offers no advanced education in business disciplines--curriculum is in science, mathematics, and languages. At this age level, however, there are commercially oriented schools called handelsgymnasier, offering three-year business courses designed to prepare students for private industry and civil posts. In addition, technical and secretarial courses are offered after completion of part of secondary school.

B. MANAGEMENT EDUCATION

Though management education is not particularly well established in Norway, advances have been made in the last few years. The Norwegian School of Economics and Business Administration, though offering no graduate work in management, offers post-experience training through evening courses and series of short courses throughout the country. At a high level and associated with the School is the Administrative Research Foundation, which is the principal center for top management training in Norway.

The Norwegian Government Institute of Technology in Trondheim offers management subjects at an undergraduate level, as well as a post-experience sandwich course for engineers; but no graduate courses have yet been introduced.

NORWAY


NORMAL STUDENT AGE
UNIVERSITY,
STATE COLLEGE OF TECHNOLOGY,
SCHOOL OF ECONOMICS AND BUSINESS ADM., ETC.
GENERAL GYMNASIUM
COMMERCIAL "
TECHNICAL SCHOOL
TEACHER SCHOOL
VOCATIONAL COURSES
CONTINUATION SCHOOL
GYMNASIUM & REALSKOLE
FOLKESKOLE
COMPULSORY ATTENDANCE

C. MARKETING EDUCATION

Background

The first Norwegian university was founded in Oslo in 1811, and the second in Bergen in 1948. Closely associated with the latter is the Norwegian School of Economics and Business Administration (Norges Handelshøyskole), the only school at strict university level offering a complete business education program. Marketing is a recognized discipline in the curriculum, while the subject is also taught in a variety of other schools of lesser stature.

Norway's population is certainly not large, but the country is highly industrialized with a very active foreign trade. Because of the evident need for marketing education, government and business, in close collaboration, have taken the lead in improving both quality of education and quantity of marketing courses. To investigate needs, a committee was formed in 1959 by the Norwegian Productivity Institute. After Parliament had examined the findings, the committee was authorized to recommend specific educational programs in this field.

This committee report, submitted in April, 1962, resulted in the appointment of members to an Examination Commission for Marketing Education. The aims of the Commission, which works closely with the Ministry for Churches and Education and the Commission for Vocational Training in Business, are to 1) organize marketing education, 2) stimulate interest among qualified students, and 3) give both trade and industry, as well as students, the security of having a centrally organized examination with a standard format.

The Commission, in addition to preparing exams for the undergraduates, has prepared a guide for teachers as a model set of examination papers in order to standardize the various academic levels. Responsible also for educational material, the Commission expects it will take some time before textbooks for all courses are available. A considerable portion of material will be in the form of working documents, stencils, and the like. Since only a very limited number of teachers feels qualified for this type of teaching, preparatory seminars are now being conducted.

Schools, institutions, associations, or others wishing to offer one or more courses can apply to the Commission for approval in line with the rules below:

Extracts from Rules for the Examination Commission for Education in Marketing

Point 1: The Commission shall have four members with pedagogical training and experience--one representative shall be from commerce and another from industry. The Commission elects its own chairman.

Point 5: It is within the Commission's domain:

a. to approve applications of institutions desiring to arrange courses according to the nationwide plans, and to enforce the regulations for these courses. Course approval can be rescinded if Commission regulations are not being met.

b. to inspect approved schools or institutions in the event the Commission deems it advisable.

c. to accept or reject enrollment applications of students who do not fulfill formal entry conditions.

d. to approve or reject suggestions regarding changes in rules and/or marketing courses.

Point 6: The Commission arranges examinations for the different courses in line with the prepared course plan, and also supervises all examinations.

Point 7: To cover the Commission's expenses, it can set

a. fees to be paid by the institution or school when initiating an approved course.

b. the examination fee for students.

Marketing Courses

In conformity with the rules set forth by the Examination Commission, the following marketing courses are offered in Norway (see Appendix for additional data):

Basic Courses in Marketing--(A)

Course A represents an introduction to different areas of marketing. A number of participants are students with no previous background in this area, but who will probably continue their marketing education on a formal basis. Also attending are businessmen (such as managers of small commercial ventures, handicrafts, and industry) and, to some extent, middle management of large companies. Because of the participants' orientation, relatively heavy stress is placed on the technical aspects of marketing. To be admitted, students must be seventeen years of age and have a minimum of ten years' basic education, including bookkeeping.

The course, covering a total of 210 hours, can be taken as either an evening or day course. It is given at various private and public schools, but always under the supervision of the Commission. In 1962 five schools offered the course and in 1964, 15; it was expected that the 1964 figure would double in 1965.

The school arranges the class, students pay a nominal fee, and the school, in turn, pays a small fee to the Commission. For the particular course, students' fee is 80 N.Kr. (approximately $10); and the school pays the Commission 200 N.Kr. (approximately $28).

Special Course(s) in Marketing (Sales and Advertising)--(B)

Course B is on a higher level than Course A; and the Commission is of the opinion that graduates can enter qualified assistant positions in industry and commerce, as well as advertising agencies. However, it should not be assumed that graduates are immediately qualified for jobs requiring constructive thinking.

Course B is divided into two specialty lines, sales and advertising, with a common general part. It is proposed that both courses may be taken either on a day or evening basis, but so far only the evening course has been offered. The evening course comprises a minimum of 600 hours, and the proposed day course will run a minimum of 1,200 hours. It has been determined that these two courses, though of different length, should provide equal knowledge, the rationale being that a 600-hour course over an extended period of time is no less valuable than a 1,200-hour course in a concentrated period.

Subjects of the Special Sales and Advertising Course:

General

- B1. Marketing Economy (100 hours day, 50 hours evening)
- B4. Channels of Distribution (120 hours day, 60 hours evening)
- B5. Marketing Geography (120 hours day, 60 hours evening)
- -- Current Topics in Norway (140 hours day, 70 hours evening)
- B6. Law (80 hours day, 40 hours evening)
- B7. Accounting (240 hours day, 120 hours evening)

Special

- B2. Sales Group
  - Sales Organization (120 hours day, 60 hours evening)
  - Retail Sales (120 hours day, 60 hours evening)
  - Sales Budgets and Sales Control (60 hours day, 30 hours evening)
  - Inventory and Transportation (40 hours day, 30 hours evening)
  - Sales Planning and Sales Campaigns (60 hours day, 30 hours evening)

- B3. Advertising Group
  - Basic Advertising (120 hours day, 60 hours evening)
  - Organization of Advertising (40 hours day, 20 hours evening)
  - Advertising Budgets and Advertising Control (60 hours day, 30 hours evening)
  - Advertising Media Techniques

The program consists of one general part covering six different courses and two lines of specialization, either advertising (Advertising Course special part--B2), or sales management (Sales Course special part--B3). Both advertising and sales management consist of five different courses covering organizational, economic, and practical aspects of the two functional fields. Six examination papers are written, each of four hours' duration.

Before 1964 the course had been tested in two private schools in Oslo under the supervision of the Commission. In 1964 it was anticipated that it would be offered in a minimum of three schools in different parts of the country. Admission to the course is based on the student's having passed the introductory course (A), or his having other acceptable educational qualifications. Minimum entrance age is nineteen, and at least one year of practical experience in marketing is preferred.

Regular Marketing Courses at Norwegian School of Economics--(C)

Courses under the letter C (see Appendix) are regular courses at the Norwegian School of Economics and Business Administration and are a compulsory part of the business administration courses. The entire program takes three years of full-day attendance, with the curriculum paralleling that of the senior undergraduate in the American system. Course C1, introductory course in marketing with emphasis on economic aspects, includes economic theory, theory of demand, and general courses in cost accounting, etc. Following C1, Course C2 (Marketing Policy) builds on the student's prior knowledge of business policy and strategy.

Until the present, Course C3 (Marketing Research) had also been compulsory and is based on prior knowledge of statistics and demand analysis. Both Course C2 and C3 may, in the future, be eliminated in favor of specialized seminars (F).

Seminars F1, F2, and F3 (Marketing Research, Sales Administration, and Advertising, respectively) are optional for graduate students. Having been recently tested, the seminars are now part of the regular curriculum in that students may choose between these broad topics for their special field for advanced work.

The Advertising School of the Oslo Stock Exchange--(D)

This school's advertising courses will probably be decreased in favor of Course B (see above), to be taught by the same school.

Study Course in Marketing--(E)

Study Course in Marketing was to have begun by 1965 according to the Commission. This "postgraduate" course is to offer a thorough general insight into the theory and practice of marketing, as well as intense treatment of special marketing topics. Operated by the Institute of Practitioners in Advertising (Instituttet for Markedsføring), this highly specialized course is designed for advertising agency personnel, most of whom already have a degree from the Norwegian School of Economics and Business Administration.

This top-level course of 300 hours (evening school) is for students having completed Course B with excellent results. In addition to the 300 hours, students must take courses in other fields: operations research, budgeting, administration, or special industrial courses. Ultimately, Course E will probably incorporate these special fields into its curriculum.

Demands on students in this course are much higher than in those previously described; thus entry conditions are stiff, and students must have the equivalent of a Bachelor of Arts degree or have a degree from the Norwegian School of Economics and Business Administration. Courses may be taken either mornings or evenings; though classes are held only a few hours per week, considerable homework is given.

Plan for Study Courses in Marketing--(E)

The course consists of three independent parts:

1. General: an evening course requiring a minimum of 180 class hours during the academic year.
2. Seminars: each student must participate in approximately 40 seminars, each comprising three hours.
3. Special Courses: time and content can vary according to both subject and level of students' knowledge.

Each student must also prepare a thesis. The individual parts of the course can be taken independently over a longer period and in any order, provided that the initial part of the general course be taken before the seminars start, and the thesis be written only after the general course work has been completed.

Entry Conditions

1. Equivalence of a B. A. or graduation from a specialized commercial college, and
2. Successful examination in the aforementioned special sales and advertising course (B2 and B3), and at least two years' experience in sales or advertising.

The Commission can, in special cases, waive these conditions. It also arranges special tests for students not formally qualified.

Syllabus

1. General Part
   Economics (macro and micro)--(60 hours)
   Marketing (60 hours)
   Administration (60 hours)

2. Seminars
   Seminars are based on case discussions and the preparation of independent seminar papers. As mentioned, each student must participate in 40 seminars. He may, however, take the final examination after: participation in a minimum of 32 seminars, independently authoring two seminar papers, acting as chairman in two seminars, twice being first opponent and twice second opponent, and twice being secretary of the seminar.

3. Special Courses
   Special courses are designed to give the student deep insight into specialized subjects within or related to marketing. Each student selects a number of special courses which, when added together, total a minimum of 100 credit points. When the Commission approves a special course, it also gives it a certain number of credit points (10, 20, 25, or 50). Of the special courses to be considered, the majority will be in the following groups: courses in retailing, wholesaling, salesmanship, etc.

   Courses within specialized areas of work such as: purchasing, store administration, export sales, industrial sales, administration and accounting in advertising agencies. Courses within certain areas in marketing such as: electronic data processing in marketing, marketing research, mathematical programming in marketing, graphic techniques.

Examination

The total examination consists of three written tests on the general part of the course, each lasting three hours; approved seminar work; written, oral, or practical tests related to special courses; comprehensive verbal or written tests, these latter consisting of a main paper to be prepared within a six-week period.

Examination Diploma

The Commission confers diplomas on those passing the examination. The diploma itself lists courses taken, along with their content, and indicates:

1. grades in written tests
2. grades for special courses
3. number of points in each special course
4. subject and grade for the main written paper
5. grade in the final oral test

Course F--(see under C)

XIII. FOOTNOTES

1. Material for this chapter was collected by Dr. Leif Holbaek-Hanssen, Norwegian School of Economics and Business Administration, Bergen, Norway.

APPENDIX

ENROLLMENT IN MARKETING COURSES

MARKETING COURSES CLASSIFICATION	COURSE DESCRIPTION	Length of Course in Weeks	Number of Hours per Week	Number of Students		Enrollment Change Anticipated from 1962-63 to 1965-66				REMARKS
				1959-60	1962-63	Increase		Little Change (± 5%)	Decrease (over 5%)	
						Over 15%	6-15%			
Introductory Marketing										
Basic Course in Marketing	A	35	6	0	112	(800 ?)				Semiofficial Standard "Basic Marketing Course" 1962 5 Schools 1965 30 Schools?
Marketing Economy	B1	10	5	0	70	(150 ?)				Part of "Special Course in Marketing
Marketing Economy	C1	26	2	40	60	(175 ?)				Regular Part of Business Administration Program at the Norwegian School of Economics and Bus. Adm. (N. H. H.)

APPENDIX (CONTINUED)

ENROLLMENT IN MARKETING COURSES

MARKETING COURSES CLASSIFICATION	COURSE DESCRIPTION	Length of Course in Weeks	Number of Hours per Week	Number of Students		Enrollment Change Anticipated from 1962-63 to 1965-66				REMARKS
						Increase				
				1959-60	1962-63	Over 15%	6-15%	Little Change (± 5%)	Decrease (over 5%)	
Functional										
Advertising	D	14	6	90	60				x	Advertising School of the Oslo Stock Exchange
Advertising, Special Course (Adv. Group)	B2	30	10	0	20	(50 ?)				Part of Spec. Course in Marketing (See Comments)
Sales, Special Course (Sales Group)	B3	30	10	0	50	(100 ?)				"
Channels of Distr.	B4	10	6	0	70	(150 ?)				"
Marketing Geography	B5	10	6	0	70	(150 ?)				"
Marketing "Law"	B6	10	4	0	70	(150 ?)				"
Consultants in Advertising	E	60	4	5	20	x				Institute of Practitioners in Advertising

APPENDIX (CONTINUED)

ENROLLMENT IN MARKETING COURSES

MARKETING COURSES CLASSIFICATION	COURSE DESCRIPTION	Length of Course in Weeks	Number of Hours per Week	Number of Students		Enrollment Change Anticipated from 1962-63 to 1965-66				REMARKS
				1959-60	1962-63	Increase Over 15%	Increase 6-15%	Little Change (± 5%)	Decrease (over 5%)	
Marketing Management and Policies Marketing Policy	C2	14	1	40	60	175				Part of N. H. H. Regular Bus. Adm. Program
Analytical Marketing Marketing Research	C3	14	1	40	60	175				Part of N. H. H. Regular Bus. Adm. Program
Cost Analysis in Marketing	B7	30	4	0	70	150				Part of Spec. Course in Marketing (See Comments)

APPENDIX (CONTINUED)

ENROLLMENT IN MARKETING COURSES

MARKETING COURSES CLASSIFICATION	COURSE DESCRIPTION	Length of Course in Weeks	Number of Hours per Week	Number of Students		Enrollment Change Anticipated from 1962-63 to 1965-66				REMARKS
				1959-60	1962-63	Increase		Little Change (± 5%)	Decrease (over 5%)	
						Over 15%	6-15%			
Seminars and Independent Study										
Marketing Research	F1	14	4	0	18	X				Offered to Students of N. H. H.
Sales Administration	F2	14	4	0	0	Fall 1964 (10 Students)				Offered to Students of N. H. H.
Advertising	F3	14	4	0	0	Fall 1964 (12 Students)				Offered to Students of N. H. H.

XIV. PHILIPPINES[1]

A. GENERAL EDUCATION SYSTEM

There are four general levels in the Philippine education system: 1) elementary, 2) secondary, 3) university, and 4) graduate school. The elementary school level consists of two parts: the primary grades from I through IV and the intermediate grades of V and VI. (Most of the private schools also include Grade VII, but not the great majority of public schools because of lack of appropriations.) Secondary school level includes four years, first through fourth year high school. College level usually consists of four years for most degree courses (but others take five to six years for a bachelor's degree). Graduate school level involves one to two years for a master's degree and an additional two to three years for a doctorate.[2] Upon college graduation students are generally nineteen or twenty years of age, but in recent years there has been an increasing number graduating at eighteen.

Primary and Secondary Schools

In comparison with a number of other developing nations, the Philippines has a highly literate population.[3] A survey in the late fifties revealed a literacy level of about 72 percent for the population over ten years of age.[4] In contrast, literacy rates during this same period were 25 percent in Egypt, 49 percent in Brazil, and 55 percent in Columbia.[5]

However, a number of agencies' evaluations on the quality of education in the Philippines have shown a certain deterioration in educational standards. In the late fifties, for example, a survey mission tested a sample of Grade VI students from eight different regions in the Philippines and by comparing scores with previous tests,[6] found that in reading, arithmetic, and language, pupil achievement had substantially declined. (These findings corroborate those of other authoritative sources.)

On the secondary level as well, tests given in 1959 to a sample of second year high school students revealed a substantial decline in achievement since 1925.[7] In early 1960 the Philippine Department of Education administered a comprehensive examination to all fourth year high school students,[8] and less than ten percent of these attained the passing grade of 75 percent.[9]

Causes cited for this grave situation in both primary and secondary schools include large classes,[10] low quality of teaching,[11,12] shortages of textbooks[13] and teaching materials,[14] as well as inadequate school buildings and related facilities.[15] To make matters worse, the secondary school system receives very little financial support from the government.[16]

Enrollment

Shown in Table 1 are the patterns of enrollment between 1900 and 1960, as well as projections for 1970.

PHILIPPINES

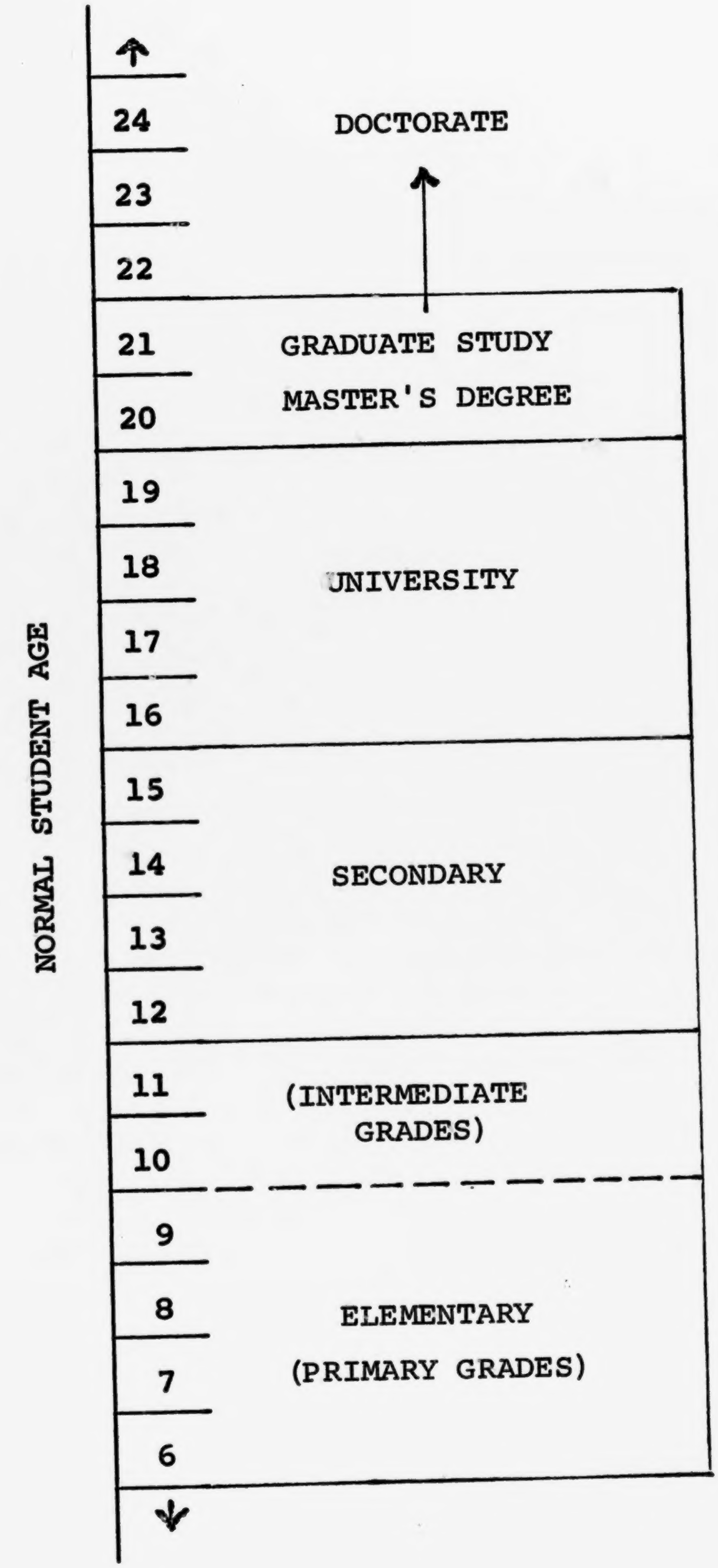

NORMAL STUDENT AGE
24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
DOCTORATE
GRADUATE STUDY
MASTER'S DEGREE
UNIVERSITY
SECONDARY
(INTERMEDIATE GRADES)
ELEMENTARY
(PRIMARY GRADES)

TABLE 1

PATTERNS IN ENROLLMENT, 1900-1970

	1900	1910	1920	1930	1940	1950	1960	1970 (est.)
Elementary school enrollment as percentage of the entire population under 15 years in age.	8	18	22	21	29	42	34	38
Secondary school enrollment, as percentage of enrollment in elementary school.	n.a.	n.a.	3	10	8	12	17	19
College enrollment as percentage of enrollment in elementary school.	n.a.	n.a.	1	2	2	4	7	10

Sources: Annual Reports, Directors of Public Schools and of Private Schools; various issues, Journal of Philippine Statistics, Bureau of the Census and Statistics; various issues, Statistical Bulletin, Bureaus of Public Schools and of Private Schools; various issues, School Statistics, Board of National Education.

Philippine elementary education enrollment has increased substantially since the turn of the century.[17] In 1900 enrollment was only eight percent of the population under fifteen years. But by 1960, 34 percent of the population in this age group were in elementary school.[18] By 1970, it is estimated that this proportion will increase to 38 percent.

On the other hand, until the end of World War II Philippine secondary education had been given lower priority by the government than elementary education. Thus secondary school enrollment in 1960 was only 17 percent of elementary school enrollment. By 1970 it is expected that it will reach 19 percent.

Table 2 shows estimates of 1967 enrollment by levels relative to Grade I. By 1967 it was estimated that there would be .377 as many students in Grade VI as in Grade I, .129 for fourth year high school, .046 for fourth year college, and .009 in graduate school. Enrollment in Grade I for both public and private schools was estimated to be around 2.2 million by 1967.[19] These patterns of enrollment reflect the increasing aspirations of the Filipino for higher levels of education.

National Expenditures

In spite of the previously described relative decline in quality of education, studies show that few developing countries allocate as large a proportion of their resources to education as the Philippines. As a proportion of Gross National Product, other countries' expenditures on both public and private education for the past decade are reported as having been between four and five percent in the United States, nearly four percent in Canada, and about three percent in Western Europe.[20] Outlays in the early sixties for education in the Philippines was about six to seven percent of GNP.[21]

Nearly 70 percent of expenditures are in the public sector. This should not be surprising since the Philippine constitution provides for six years of compulsory and government-supported elementary education. Private elementary schools

TABLE 2

DISTRIBUTION OF ENROLLMENT BY LEVELS, 1967 (ESTIMATED)

		Levels, as Percentage of Primary, Grade I
GRADUATE		0.9%
COLLEGE	4th year	4.6%
	3rd year	5.7%
	2nd year	8.3%
	1st year	11.5%
SECONDARY	4th year	12.9%
	3rd year	14.1%
	2nd year	17.3%
	1st year	23.9%
INTERMEDIATE	Grade VI	37.7%
	Grade V	48.5%
PRIMARY	Grade IV	64.5%
	Grade III	74.2%
	Grade II	84.1%
	Grade I	100.0%

Estimates: Projections on Data from Bureaus of Public Schools and Private Schools.

exist, but their enrollment is relatively small and account for only about five percent of total elementary school enrollment.

During the past decade, public expenditure on education has been increasing at a faster rate than other public outlays. In 1961 public outlays for education accounted for 24 percent of total outlays in the public sector. By 1967 it is estimated that nearly 27 percent of public sector money will be for education.[22] In comparison with results of a United Nations' survey of 41 countries, the Philippines is spending almost two times the median proportion of education of total government expenditures.[23]

Higher Education

Higher education in the Philippines expanded rapidly during the years after World War II.[24] Among the more prominent factors explaining[25] this unique occurrence in Southeast Asia are the social prestige of a university degree, and views held by the underprivileged that higher education is the key to economic opportunity and, correspondingly, to affluent living.

It is perhaps to the credit of Filipino ingenuity that education has become the largest private industry in the Philippines.[26] Also, the cost of higher education in the Philippines is relatively modest (though it is beyond the reach of many Filipinos because of a lack of scholarships and other forms of financial aid and, more important, because of the generally low rate of personal income).[27] However, discredit should also be applied since the quality of education is low in a number of universities.[28,29] Standards at this level vary greatly, and there are few universities in the Philippines whose standing is comparable to reputable schools in other parts of the world.[30]

The Philippines is the most "university prone" developing nation in the world, with Table 3 showing that nearly ten out of every 1,000 of the population are enrolled in colleges and universities. Yet, an imbalance in the professions exists with shortages among some professions and surpluses in others. There is an abundance of lawyers, dentists, pharmacists, and accountants,[31] but a serious dearth of agronomists, statisticians, scientific technical personnel,[32] and economics and management graduates.[33]

TABLE 3

ENROLLMENT IN HIGHER EDUCATION
PER 1,000 TOTAL POPULATION

Selected Developing Countries	
Philippines (1960)	9.98
Philippines (1958)	9.58
United Arab Republic	4.24
Chile	2.60
India	2.02
Brazil	1.32
Pakistan	1.06
Selected Developed Countries	
United States of America	18.50
Russia (1956)	6.13
Canada	5.43
France	5.07
West Germany	3.48

Sources: UNESCO World Survey of Education, Vol. III, 1960; various issues UN Monthly Bulletin of Statistics; A. G. Korol, "Soviet Education for Science and Technology," 1957 study cited in IBRD Survey, 1962.

B. BUSINESS EDUCATION

Undergraduate

Among the prominent institutions with undergraduate business programs are:

University of the Philippines
Ateneo University
De La Salle College
University of the East
Far East University
University of Santo Tomas
Philippine Women's University
Philippine College of Commerce
Mapua Institute of Technology
José Rizal College
Lyceum of the Philippines

All these privately owned and operated schools[34] are situated in metropolitan Manila. In the southern Philippines, the University of the Philippines operates other campuses.

In this study, attention has been focused on the University of the Philippines, not only for its recognized high-caliber business school, but also because it has the largest graduate business program and, correspondingly, marketing program. With the University of the Philippines having a 1965 enrollment of about 400 students in the M.B.A. business program while the next ranking schools had less than 100 each, this school offers the widest variety of marketing courses.

Table 4 shows a typical four-year curriculum with a total of about 140 semester hours, leading to the degree of Bachelor of Science in Business Administration (B.S.B.A.).

TABLE 4

A UNIVERSITY CURRICULUM FOR A BACHELOR'S DEGREE IN BUSINESS ADMINISTRATION

(Showing Semester Hours for Course Work)

First Year

First Semester		Second Semester	
Freshman English	9	English Prose	3
Algebra	3	Philippine History	3
Speech	3	Eastern Thought	3
Military Science	(1)	Elementary Spanish	6
Physical Education	(2)	Military Science	(1)
	15	Physical Education	(2)
			15

Second Year

First Semester		Second Semester	
Humanities	3	Western Thought	6
Natural Science	6	Basic Accounting	3
Basic Accounting	3	Macroeconomics	3
Principles of Economics	3	Elementary Statistics	3
Intermediate Spanish	3	Intermediate Spanish	3
Military Science	(1)	Military Science	(1)
Physical Education	(2)	Physical Education	(2)
	18		18

Summer

Intermediate Accounting--6

(for students majoring in accounting only)

Third Year

First Semester		Second Semester	
Business Management	3	Personnel Management	3
Business Law	3	Production Management	3
Basic Marketing	3	Microeconomics	3
Managerial Accounting	3	Business Finance	3
Elective	3	Elective	3
Advanced Spanish	3	Advanced Spanish	3
	18		18

TABLE 4 (CONTINUED)

A UNIVERSITY CURRICULUM FOR A BACHELOR'S DEGREE IN BUSINESS ADMINISTRATION

(Showing Semester Hours for Course Work)

Fourth Year

First Semester		Second Semester	
Business Research	3	Business Management	3
Electives	12	Philippine Studies	3
Advanced Spanish	3	Electives	9
	18	Advanced Spanish	3
			18

Electives are determined by the department in which subject the student is majoring (Accounting, Economics, Marketing and General Business Administration).

Source: *School Catalog*, University of the Philippines.

Business courses, aside from accounting, include business law, statistics, production and personnel management, finance and banking, and marketing.[35] Unless the student is majoring in marketing, only three semester hours (one semester hour = 18 class hours) are spent on this subject.

About one-third of all college students in the early sixties were enrolled for degrees in business and management, with a substantial proportion of these pursuing degrees in accounting.[36]

Graduate

The following have schools with graduate business programs:

University of the Philippines
Ateneo University
De La Salle College
University of the East
Far East University

Until recently, programs were conducted in the evenings by an adjunct faculty and were designed for students working toward degrees on a part-time basis. However, in the early sixties the Ateneo started a full-time master's degree program in business, with the assistance of faculty from Harvard University's Graduate School of Business Administration.

Table 5 shows the curriculum leading to the degree of Master of Business Administration.

A master's degree in business ordinarily requires 48 semester hours involving about three to four years of part-time study.[37] Courses are in economics, industrial management, finance, marketing, industrial relations, and banking.

TABLE 5

A UNIVERSITY CURRICULUM FOR A MASTER'S DEGREE IN BUSINESS ADMINISTRATION

(Showing Semester Hours for Course Work)

First Semester		Second Semester	
First Year			
Business Statistics	3	Macroeconomics	3
Management Accounting	3	Management Accounting	3
Business Law	3	Marketing Management	3
Business Administration	3	Production Management	3
	12		12
Second Year			
Financial Management	3	Business Policy	3
Electives	9	Electives	9
	12		12

Electives may be taken in Business Economics, Economics, Industrial Management, Finance Marketing, Business and Industrial Relations, and Banking.

Source: School Catalog, University of the Philippines.

Though graduate study in business is generally at the master's level only, a Ph.D. program in economics is in the planning stage at the University of the Philippines.[38,39]

As with undergraduate students, M.B.A. candidates take only a three-hour course in marketing management, unless, of course, this is the student's major field. In relation to accounting majors, for example, the proportion of marketing majors is small; however, the numbers are increasing.[40]

C. MARKETING EDUCATION

Background

Marketing education in a developing country like the Philippines is taking on an increasingly important role in the economic development process. A principal reason for this may be that dynamic marketing factors, which formerly did not strongly affect the success of a business enterprise, now bear heavily on day-to-day operations in an emerging nation such as the Philippines. Marketing considerations which previously had little relevance for management are now becoming recognized as increasingly crucial for successful decision making.[41]

Furthermore, because of economic nationalism in the business environment, firms are endeavoring to Filipinize their management staff. Since marketing executives are perhaps more in the public eye than other management personnel, a particular demand exists for Filipinos with marketing education.[42,43]

Undergraduate

Courses in marketing (see Appendix for course descriptions and texts) at the undergraduate level include:[44]

1. Basic Marketing
2. Advertising
3. Marketing Management
4. Market Research
5. Foreign Trade
6. Purchasing
7. Salesmanship
8. Special Topics in Marketing
9. Seminar in Sales and Marketing Management

These courses reflect the transitional stage of marketing studies in the Philippines. The trade school or vocational approach is evident by courses such as Foreign Trade, Purchasing, and Salesmanship and are, in fact, taught by the how-to-do-it approach.[45] On the other hand, those aspects which particularly interest management and, more important, those involving elements of marketing theory are included in such courses as Marketing Management and Special Topics in Marketing. At the undergraduate level some attempts have been made to use the case method of instruction, but its success has been dependent on the caliber of students and the training skills of the instructor.[46]

Graduate

The following are the graduate level courses in marketing[47] (see Appendix for course descriptions and texts):

1. Marketing Management
2. Sales Management
3. Advertising
4. Market Research and Analysis
5. Marketing Strategies
6. Foreign Marketing
7. Special Studies in Marketing
8. New Enterprise Planning and Management

These courses generally reflect the management viewpoint and incorporate the use of the case method. Instruction in these evening courses is given by graduates of U. S. business schools (notably Harvard, Stanford, and Northwestern) who hold executive positions in business and industry in the Philippines. Consequently, concern has been expressed that though these courses underscore the management viewpoint by the use of business cases, they lack a sufficient, full-time commitment to, and research-backed expertise on, the Philippine situation.[48] Cases are usually of a United States setting, even though the case discussion leader may be a Filipino business executive. It is, therefore, not surprising that efforts have been made to develop Filipino business cases.[49,50]

Directions in Teaching

Seminars have been conducted at the University of the Philippines for business administration teachers. The two-week format was patterned after the seminar of the International Center for the Advancement of Management Education (ICAME) at Stanford University and was attended by 40 participants from 28 business schools in the Philippines including those schools previously listed. Findings on the state of course work disclosed that:[51]

1. There is generally a trade school or vocational approach to the teaching of business (or commerce, as a number of schools still call this field). The management viewpoint is virtually nonexistent in the teaching of business courses and in curricular programming.
2. The case method of instruction is generally not in use in schools of business (with certain exceptions, of course).
3. Few schools require the purchase of textbooks for college course work.[52]
4. Courses in marketing are strongly oriented toward retailing and salesmanship and are also heavily trade school-oriented (the how-to-do-it approach).

5. Modifications, however, are now being tested in course programs in the direction of a) the management viewpoint and b) the case method of instruction.

Professional Associations

There are a number of professional and trade associations in the Philippines that concern themselves with marketing education. Their activities have primarily been in the form of seminars and conferences.

The more notable professional and trade groups, from the viewpoint of contributions to marketing education, are:

1. Philippine Marketing Association (affiliated with the International Marketing Federation)--actively supports a professional journal, Marketing Horizons,[53] which has been acclaimed to be truly outstanding in its field.[54] This publication has encouraged pioneering studies on Filipino consumer behavior.[55]
2. Sales and Marketing Executives of Manila--offers seminars and training courses in salesmanship.[56,57] The organization is aiming at establishing chapters elsewhere in the Philippines.
3. Association of Philippine Advertising Agencies--organizes seminars in advertising and socio-economic development.[58] The association is composed of 17 of the largest advertising agencies.
4. Philippine Association of National Advertisers--in the fifties, many members pioneered in media research by the formation of the Philippine Radio Broadcasters' Corporation, a nonprofit agency for radio data and subsequently television data also. Later the Philippine Advertisers' Research Association was organized to assemble data on print media; in turn, the Philippine Audit Bureau on Circulation was formed. Media studies for these

agencies were conducted mainly by Robot International Research Corporation, a Gallup-affiliated market research agency. All these activities are now grouped under the Philippine Media Research Foundation with an extensive research program.

5. Association of Colleges and Schools of Business in the Philippines--sending study team to the United States for purposes of developing improvements in the Philippines has possibly been its principal effort.[59]

6. Society for the Advancement of Management Education in the Philippines--formed by participant schools in collaboration with the U. P. sponsored teachers' seminars supported by the Ford Foundation.[60] This group is now making some progress toward instituting courses with a management (and not vocational) viewpoint by the use of the case method of instruction.

7. The Economic Development Foundation. This organization was formed upon the initiative of private business with continued support from the United States AID (Agency for International Development). The Foundation and its predecessor, the Industrial Development Center, conducts and has conducted a number of seminars including workshops in marketing, advertising, and sales.

8. The Philippine Council of Management (affiliated with CIOS) and the International Chamber of Commerce (Philippine Chapter) are also active in furthering management and marketing education.

D. CONCLUSION

Marketing education in the Philippines is of a reasonably high quality compared to that of many other countries. This evaluation is based on the fact that many of the teachers, at least at the University of the Philippines and the Ateneo, were once among the better marketing students at highly rated United States' schools. It might also be said that Filipino marketing students, especially those at graduate levels, are culturally ambivalent: not only are they exposed to course material based on the American marketing situation, but also to Filipino consumer behavior and Philippine marketing.

Among the emerging trends in Philippine marketing education are:

1. An increasing number of students in colleges and universities are enrolled in marketing courses. This, in part, is attributable to the general growth in the university system in the Philippines.[61] However, it is also due to the increasing demand by Philippine business and industry for college graduates with marketing training. This trend is enhanced by the "infiltration" of marketing graduates in both the academic and the business world, and the shift from traditional family corporation to professional management.
2. Marketing courses will increasingly incorporate the management viewpoint. These courses will be conducted more and more by the case method of instruction, using Filipino marketing cases.
3. Research in marketing will involve not only the development and testing of Filipino marketing cases, but also the application of psychological approaches to marketing. There is now emerging a body of knowledge on Filipino consumer behavior.[62]
4. Work on quantitative marketing may not be on the immediate horizon, not so much because of the lack of computer hardware,[63] but due to software limitations,[64] as well as expertise limitations in this area.[65]

The prevailing attitudes of Philippine business and industry toward marketing education may perhaps be summarized by one word -- favorable. Business and industry have been keenly interested in the development of marketing education, as well as marketing as a discipline. For example, the Ateneo and various professional groups and business firms principally sponsored a noted marketing educator and consultant[66] in a series of marketing seminars for top Philippine executives. Pioneering research of J. Bulatao at the Ateneo has been sponsored by such firms as Philippine Refining Company (subsidiary of Lever Brothers) and insurance companies.

Colleges and universities, similarly, have taken a favorable stand toward marketing education, as well as toward marketing as a discipline. This attitude is reflected in the emerging trends previously mentioned, but perhaps one fact stands above all others: there are now a number of Filipino students pursuing graduate degrees in marketing, with some preparing for a Ph.D. Certain students are being sponsored by Philippine schools for the purpose of eventually instituting improvements in marketing courses.

Marketing education provides a supply of trained personnel for business and industry. Some of these marketing-trained employees become executives and others become entrepreneurs in the real sense of setting up and operating business enterprises. These facets of manpower development have often been the crucial factor of success in the ongoing process of economic development. They serve as catalyst for the development of a country like the Philippines. Of course, marketing manpower forms part of the larger pool of business and industrial personnel. But this should not detract from what is underscored in this marketing education report, nor from the economic development process in the Philippines.[67]

APPENDIX 1

CATALOG DESCRIPTION OF MARKETING COURSES AT UNDERGRADUATE LEVEL[68]

1. Basic Marketing
   a. Basic course: Marketing institutions, marketing policies and methods in a variety of industries handling both consumer and industrial goods. Prerequisite: Junior standing in the College of Business Administration.
   b. Elective course (continuation of basic course): Various phases of wholesaling and retailing operations. Principles of salesmanship is included.

2. Advertising
   The fundamental principles of advertising, the methods of representative advertisers, and problems of advertising generally encountered by business executivies.
   Prerequisite: Basic course in marketing.

3. Marketing Management
   This course covers the important phases of sales administration such as planning and execution of sales programs of manufacturers and traders. Extensive use of case material.
   Prerequisite: Elective course in basic marketing.

4. Market Research
   A survey of the techniques used in market research. Selected problems in the analysis of sales records, sales forecasting, estimating sales potentials, sampling consumer demand, determining the factors which influence demand for specific goods.
   Prerequisites: Basic course in marketing and business statistics.

5. Foreign Trade
   Export and import procedures and practices. Organization for exporting, channels of distribution, foreign trade promotion, financing shipment, insurance, tariffs and governmental export and import regulations. Character and development of trade of the Philippines.
   Prerequisites: Principles of economics, and macroeconomics (see Table 4).

6. Purchasing

Deals with the problems of purchasing such as product evaluation, inventory control procedures, organization, relationships and others.
Prerequisite: Business management (see Table 4).

7. Salesmanship

Principles, procedures, and techniques related to the effecient performance of a salesman's job. Case problems are discussed extensively.
Prerequisite: Basic course in marketing.

8. Special Topics in Marketing

(No course description)
Prerequisite: Consent of the instructor.

9. Seminar in Sales and Marketing Management

The major marketing phases of a manufacturing business including policies, packaging, advertising, merchandising methods, market research, sales management, distribution costs, and profit planning. Marketing problems encountered in agricultural and retail marketing in the Philippines.
Prerequisites: Basic and elective courses in marketing
for graduating students only.

APPENDIX 2

MARKETING TEXTBOOKS AT UNDERGRADUATE LEVEL[69]

1. Basic Marketing
   C. Phillips and D. Duncan, Marketing: Principles and Methods (Homewood: R. D. Irwin, Inc., 5th ed., 1964).
   H. Hansen, Marketing: Text, Cases and Readings (Homewood: R. D. Irwin, Inc., rev. ed., 1961).
   P. Converse, H. Huegy, and R. Mitchell, Elements of Marketing (Englewood Cliffs: Prentice-Hall, Inc., 6th ed., 1958).
   C. McGregor, Retail Management Problems (Homewood: R. D. Irwin, Inc., 3rd ed., 1962).
   D. Revzan, Wholesaling in a Marketing Organization (New York: Holt, Rinehart and Winston, Inc., 1957).

2. Advertising
   C. Sandage and V. Fryburger, Advertising Theory and Practice (Homewood: R. D. Irwin, Inc., 6th ed., 1963).

3. Marketing Management
   W. Lazer and E. Kelley (eds.), Managerial Marketing: Perspectives and Viewpoints (Homewood: R. D. Irwin, Inc., rev. ed., 1962).

4. Market Research
   J. Alevizos, Marketing Research (Englewood: Prentice-Hall, Inc., 1959).

5. Foreign Trade
   Various readings from trade journals and other sources.

6. Purchasing
   W. England, Procurement Principles and Cases (Homewood: R. D. Irwin, Inc., 4th ed., 1962).

7. Salesmanship
   B. Canfield, Salesmanship: Practices and Problems (New York: McGraw-Hill Book Company, Inc., 3rd ed., 1958).
   W. Stanton and R. Buskirk, Management ot the Salesforce (Homewood: R. D. Irwin, Inc., rev. ed., 1964).

8. Special Topics in Marketing
No text specified.

9. Seminar in Sales and Marketing Management
Various readings from journals, no text specified.

APPENDIX 3

CATALOG DESCRIPTION OF MARKETING COURSES AT GRADUATE LEVEL[70]

1. Marketing Management

   Deals with the structure of marketing institutions and with the policies and methods of distribution of consumer and industrial products. Emphasis on pricing, sales promotion, product policy, and merchandising.

2. Sales Management

   Deals with the administration of the sales function. Includes sales organization, personnel activities, and problems.
   Prerequisite: Marketing management.

3. Advertising

   Study and application of principles and theories of advertising in formulating plans for a national campaign. Covers problems in profitable use of advertising, in stimulating primary and selective demand, in building promotional programs and agency relations.
   Prerequisite: Marketing management.

4. Market Research and Analysis

   Principles and methods of marketing research and the appraisal of results.
   Prerequisites: Marketing management, and business statistics (see Table 5).

5. Marketing Strategies

   Special studies of selected marketing strategies such as product offerings, distribution channels, sales and advertising efforts, pricing, market research and analysis.
   Prerequisite: For graduating students only.

6. Foreign Marketing

   Study of the export-import trade with emphasis on analyzing the commercial feasibility of export products.
   Prerequisite: Marketing management.

7. Special Studies in Marketing
Selected problems in marketing.
Prerequisite: For graduating students only.

8. New Enterprise Planning and Management
Problems involved in planning and founding new enterprises.
Examination of business opportunities.
Prerequisites: marketing management, financial management, and production management (see Table 5).

APPENDIX 4

MARKETING TEXTBOOKS AT GRADUATE LEVEL[71]

1. Marketing Management
   M. Brown, W. England, and J. Matthews, Problems in Marketing (New York: McGraw-Hill Book Company, Inc., 3rd ed., 1961).

2. Sales Management
   H. Tosdal, Introduction to Sales Management (New York: McGraw-Hill Book Company, Inc., 4th ed., 1957).

3. Advertising
   N. Borden and M. V. Marshall, Advertising Management: Text and Cases (Homewood: R. D. Irwin, Inc., rev. ed., 1959).

4. Market Research and Analysis
   H. Boyd, Jr. and R. L. Westfall, Marketing Research: Text and Cases (Homewood: R. D. Irwin, Inc., rev. ed., 1964).
   R. Ferber and H. Wales, (eds.) Motivation and Market Behavior (Homewood: R. D. Irwin, Inc., 1958).

5. Marketing Strategies
   No text specified.

6. Foreign Marketing
   J. Fayerweather, Management of International Operations: Text and Cases (New York: McGraw-Hill Book Company, Inc., 1960).

7. Special Studies in Marketing
   No text specified.

8. New Enterprise Planning and Management
   P. Donham and J. Day, New Enterprises and Small Business Management (Homewood: R. D. Irwin, Inc., 1959).
   M. D. Bryce, Industrial Development: A Guide For Accelerating Economic Growth (New York: McGraw-Hill Book Company, Inc., 1960.

XIV. FOOTNOTES

1. This chapter was prepared by Dr. Roman V. Tuason, Rensselaer Polytechnic Institute, Troy, New York, U.S.A.

2. For additional information, see "Survey of Public Schools of the Philippines," Report by the United States Operations Mission, 1960; Annual Reports, Directors of Public Schools and of Private Schools; Final Report, 1961 UNESCO Technical Assistance Mission; and School Catalogs, University of the Philippines, Ateneo University, De La Salle College, University of Santo Tomas, Far East University, Philippine Women's University, Mapua Institute of Technology, University of the East, José Rizal College, and Lyceum of the Philippines.

3. The definition of literacy varies. Literacy may refer to the ability to read and write simple messages in any language or dialect. Literacy may also be defined functionally; that is, in terms of capacity to acquire occupational skills through written and oral instruction in one, or at most two, standard language such as English, for example.

4. Literacy defined not functionally but as reading and writing ability for simple messages in any language or dialect. See Philippine Economic Atlas, 1965.

5. For further comparison with other countries, see Report on the World Social Situation, 1957, United Nations Publication.

6. The tests were conducted in 1959 by a team sponsored jointly by the National Economic Council and the International Cooperation Agency (now Agency for International Development), and results were compared with similar tests in 1925 and in 1947. See "Survey of the Public Schools of the Philippines," Report by the United States Operations Mission, 1960.

7. See "Surveys of the Public Schools of the Philippines," Report by the United States Operations Mission, 1960. pp. 148-150.

8. Approximately 100,000 students were tested.

9. Scores in English were, on the average, 45 percent; in physics, 31 percent.

10. About 20 percent of all classes in the early sixties had more than 50 students in a class even though student-teacher ratios declined from about 43 in the 1920's to 39 in the early sixties. The desirable class size is generally regarded to be about 25 to 30 at the elementary school level; see "Targets for Education in Europe in 1970," OECD Publication, p. 63.

11. More than 90 percent of teachers in the early sixties were college graduates. The quality of teaching, however, is a function of morale and service conditions. Salaries are very low (about 1,800 to 2,000 pesos a year); on a per-capita basis, this family income is below the national average, and just above subsistence levels for many regions in the country. Furthermore, many teachers are employed on a temporary basis for long periods of time with little possibility of promotion or increases in salary.

12. Massive Peace Corps efforts in the Philippines have been directed toward this problem, primarily in the teaching of English. See various issues of the Philippines Free Press and the Sunday Times Magazine.

13. It is estimated that, on the average, four students share one textbook for a class, thereby forcing teachers to rely heavily on recitation and rote methods of instruction. See "Survey of the Public Schools of the Philippines," Report by the United States Operations Mission, 1960. p. 63.

14. The school dropout rate is high. Of every 100 students enrolled in Grade I in 1954, only 39 finished Grade VII in 1960. See Final Report, 1961 UNESCO Technical Assistance Mission.

15. Various plans involving reduced hours of instruction and double shifts were introduced in the late forties as stop-gap measures for coping with building and facilities shortage. These plans were still in effect in many parts of the nation as recently as the early sixties.

16. Secondary school enrollment in private schools, in proportion to public schools, increased from 40 percent in the early forties to 64 percent in 1960.

17. For a documentation of education in the Philippines before 1900, see H. F. Fox, "Primary Education in the Philippines, 1565-1863," Philippine Studies, April, 1965.

18. For 1950, 42 percent reflects the "average" youth who were denied schooling during the years of World War II.

19. Enrollment in 1960 for Grade I was about 1.1 million, slightly over 4.1 million for elementary schools, about 700,000 in high schools (including vocational-oriented high schools), nearly 280,000 in college, and about 3,000 in graduate schools. Total enrollment for all levels in 1960 was about 5.2 million (4.3 million in public schools and 0.9 million in private schools).

20. "Targets for Education in Europe in 1970," OECD Publication, Table 13.

21. Available data do not permit more accurate estimates. However, staff studies by the International Bank for Reconstruction and Development (IBRD) indicate this range to be within estimates prepared by them.

22. Public expenditure for fiscal 1956 was 272 million pesos and for fiscal 1960, 365 million pesos--an increase of nearly 35 percent.

23. Report on World Social Situation 1961, United Nations Publication, Table 3. The median proportion of education to total government expenditures on education as a proportion of GNP is higher in some countries such as Ceylon, Thailand, Malaysia, Chile, and Kenya.)

24. The impact of this expansion may now be seen by the manpower exodus from the Philippines to various countries. For example, since the late forties, Filipino doctors, nurses and technicians have been probably the largest group of foreigners (excepting Americans and Frenchmen) in South Vietnam, Laos, and Cambodia. One of the largest groups of foreign engineers in both West and East African countries--notably Nigeria, Kenya, and Tanzania--are Filipinos. Until recently, the largest group of foreign medical doctors, nurses and technicians in the United States were, with the exception of Canadians, Filipinos.

25. See various issues, Philippines Free Press and Sunday Times Magazine. See also J. Bulatao, "Philippine Values I: The Manileno's Main Springs," Philippine Studies, January, 1962.

26. Visiting educators are usually amazed at the size and number of Philippine educational facilities especially colleges and universities; and at their being organized under the private sector as profit-making organizations. Some of the most consistently profitable organizations in the 1945-1965 period have been such institutions. (Exceptions: The University of the East and Araneta University, which used to be two of the most profitable educational institutions, have been made into foundations to remove the profit-making stigma.) Refer to various issues of the Journal of the American Chamber of Commerce of the Philippines and Annual Reports of some of these schools (most of which are closely held).

27. Per capita income in 1958 was 400 pesos. (F. H. Golay, The Philippines, Public Policy and National Economic Development [Ithaca: Cornell University Press, 1961], Table 14, p. 101.) By the late sixties, it is estimated that it will be about 500 pesos. (Comparisons with other countries by using exchange rates are of little worth.) Annual tuition for study in a college or university which is reasonably well regarded (but not necessarily of a high quality) is about 200 to 400 pesos.

28. These statements are obtained from various issues of the Philippines Free Press. However, problems in Philippine education are quite complex and some educators wonder if, considering the resources now allocated to education, Philippine schools have not been doing an excellent job. Witness, they say, the manpower exports of the Philippines (refer to Note 23).

29. For some discussion on problems in Philippine education, see F. Araneta, "The Problem of Cultural Diversity," Philippine Studies, April, 1964; and F. Araneta, "Some Problems of Philippine Education," Philippine Studies, April, 1961.

30. The University of the Philippines is generally held in high regard throughout the world. Supported by the government, it therefore has substantial resources. A high quality student body is assured by carefully selecting applicants.

31. Various issues of Sunday Times Magazine have underscored the unemployment and underemployment among these professions.

32. "Long Range Demand for Scientic and Technical Personnel, A Methodological Study," Research Report, 1960, National Science Foundation.

33. It is noted in A. V. Fabella, "Higher Economic Education in the Philippine Setting," Philippine Economic Journal, July, 1962, that there are only about a dozen Ph.D.'s among some 50 people with graduate degrees in economics from renowned schools overseas. Furthermore, there are only two Ph.D.'s in business (with about six currently enrolled in doctoral programs) among about 70 M.B.A.'s(or similar) degree graduates from schools such as Harvard, Stanford, and Columbia Universities.

34. The Ateneo, De La Salle, and Santo Tomas are owned and operated by religious orders; the Jesuits, the Christian Brothers, and the Dominicans, respectively.

35. See School Catalog,College of Business Administration, University of the Philippines, 1964-65. A semester hour is approximately 18 class hours.

36. See Final Report, Philippine Schools of Management and Business Administration Study Team, Project 492-10138, Industrial Development Center, 1961.

37. The U. P. graduate program in business is now on a trimester basis so that a student may, on a part-time basis, obtain an M.B.A. degree in two years. Furthermore,with assistance from the Ford Foundation, the U. P. is developing a program in agri-business.

38. Plans are now set for the first Ph.D. graduates by the early seventies.

39. There is a doctoral program in economics at another university. This program,however, is not highly regarded.

40. There are no readily available data on students electing marketing as a major field.

41. H. E. R. Uyterhoeven, "Marketing Determinants of the International Investment Decision," S. A. Greyser (ed.), Toward Scientific Marketing, (Chicago: American Marketing Association, 1963), pp. 445-453.

42. Marketing executives need to be in close touch with the market. Therefore, local nationals with their feel for the culture-environment usually have the edge over non-Filipino executives.

43. For a comprehensive discussion of economic nationalism, see F.H. Golay, The Philippines, Chapter XIV.

44. From School Catalog, College of Business Administration, University of the Philippines, 1964-65.

45. This statement is descriptive and in no way should be construed to be critical of the professors and instructors now handling these courses.

46. Turnover of teachers, especially those with a management orientation, has been rather high. Industry opportunities are at substantially higher pay scales. A college professor would have a compensation of about 4,000 to 6,000 pesos a year while industry rates can range from 12,000 to 18,000 pesos a year.

47. From Announcement, Master of Business Administration Program, 1964-65; and School Catalog, College of Business Administration, 1964-65.

48. It is primarily for this reason that the Ateneo Graduate School of Economics and Business Administration started a graduate day program in business with a full-time faculty. Research projects are underway in marketing, for example studies are mainly on "The Filipino Consumer," a psycho-social based inquiry in the general area of Consumer Behavior.

49. In 1963 the Ford Foundation made a substantial grant to the University of the Philippines for, among other purposes, a case research project. In 1965, about 10 percent of the 400 planned cases were in reasonably complete form and a case research project consultant was hired from the faculty at Tulane University for 1964-65.

50. In the early sixties, a casebook of 20 cases in marketing was developed by R. V. Tuason, Jr., and tested in a number of graduate classes at the University of the Philippines. See R. V. Tuason, Jr., Problems in Philippine Marketing (Manila: U. P. Business Cases, 1961). Revision of these cases is now being made for incorporation into the project cited in Note 48.

51. Based on reports by participants. Two seminars have been conducted so far: the first in July, 1964 and the second in July, 1965.

52. A textbook, imported generally from the United States, costs 30 to 50 pesos. See Note 26 for some perspective on this range in costs.

53. Editor, A. T. del Rosario. Mr. del Rosario holds a full-time position as Executive Vice President, G. A. Machineries, Inc., and is also currently President of the Philippine Marketing Association.

54. Cited by S. H. Britt, Editor, Journal of Marketing.

55. Notably with the Ateneo faculty and research staff. See various issues, Marketing Horizons and Philippine Studies (research principally by J. Bulatao, F. Lynch, and M. Hollnsteiner).

56. Affiliated with Sales and Marketing Executives International.

57. Conducted mainly in the fifties, although lately efforts have been made in the same direction on the initiative of Efren S. Sales, former President, Sales and Marketing Executives of Manila.

58. For example, "Seminar on Advertising and Socioeconomic Development," July 24 to October 4, 1963. One of the papers is reported in V. R. Gorospe, "Advertising in the Philippines: Some Ethical Considerations," Philippine Studies, October, 1964.

59. See Final Report, Philippine Schools of Management and Business Administration Study Team, Project 492-10138, Industrial Development Center, 1961.

60. Patterned after the International Center for the Advancement of Management Education (ICAME) at Stanford University, as discussed earlier in the paper under Directions in Teaching.

61. The Phillipines' population is one of the fastest growing in the world. In the early sixties, it was growing at the rate of 3.2 percent, and by the late sixties it is estimated that it will be 4 percent. By the early seventies the Philippines should be the fifteenth largest nation in the world; by 1980 population should double to 60 million from 30 million in the early sixties.

62. Aside from J. Pulatao, research on the filipino consumer is now being conducted by A. Lagmay, both of whom have Ph.D.'s in the behavioral sciences from renowned U. S. schools. In the coming five years, at least two other scholars of Filipino Consumer Behavior will have completed their Ph.D.'s and expect to be doing research.

63. Computer installations in the Philippines have primarily been IBM 1401 SYSTEMS, with some IBM 650's. In addition there are three NCR 390's and one NCR 315.

64. Based on currently available information, there is no simulation language such as SIMSCRIPT and GPSS III available on digital computers in the Philippines.

65. That part of computer sciences which offers the greatest possibilities in quantitative marketing is simulation. There have been no substantive studies by the use of computer simulation in Philippine marketing.

66. Dr. S. H. Britt of Northwestern University who conducted marketing seminars in Manila and other principal cities in the Philippines in late 1964.

67. See M. D. Bryce, Industrial Development: A Guide for Accelerating Economic Growth, (New York: McGraw-Hill Book Company, Inc., 1950). Chapters 5, 12, and 16.

68. From School Catalog, College of Business Administration, University of the Philippines, 1964-65.

69. Books being used as of 1964-65 in the undergraduate program at the University of the Philippines. From correspondence with Professor M. S. Alba.

70. From School Catalog, College of Business Administration, University of the Philippines, 1964-65.

71. From correspondence with Professor M. S. Alba, and based on the author's experience at the University of the Philippines.

XV. SOUTH AFRICA[1]

A. GENERAL EDUCATION SYSTEM

"Education in the Republic reflects both the assets and the liabilities of the country. South Africa is often described as a land of contrasts, and it is probably nowhere more true than in this field.[2] This statement provides the keynote to education in South Africa. Since its settlement by Europeans beginning in the eighteenth century, there has existed a problem of providing education for this heterogeneous community. To quote the South Africa Yearbook, "the various rations of the population have not attained a uniform standard of civilization."[3]

Primary and Secondary Schools

After the four states were united in 1910, the problem was "resolved" by instituting compulsory segregation at the primary and secondary levels of education. Education for white children between the ages of six to sixteen is now free and compulsory; for Bantu[4] and Asian children it is free between the ages of seven to fourteen, but compulsory only for Asians. Consequently, there is a wide difference in educational standards and facilities for the different groups.

Few Bantu children go on beyond Standard II, which is generally reached at the age of ten. In 1959, 3.6 percent of

Bantu pupils were in post-primary education compared with 35.3 percent for European pupils and 10.8 percent for colored and Asian children.[5] One reason for these discrepancies is the limited number of trained native teachers. Also, 1952-57 government expenditures per Bantu pupil declined from R 17.29 to R 15 (in rands) compared with an increase per Asian pupil of R 44 to R 49, and per white pupil from R 135 to R 139.[6] The government, however, has recently been attempting to improve educational facilities for Bantu pupils: the 1953 Bantu Education Act brought Bantu education under the control of the central government, and in 1958 a special department of Bantu education was set up. Thus, by 1960 school facilities existed for 67 percent of all Bantu children, and over one and one-half million were in school that year.[7] Vocational and technical training facilities were being improved, and in 1961 four new vocational schools were created.

Under the 1910 Act of Union, the provinces were made responsible for all primary and secondary education. A gradual process of centralization has since evolved, however, and today the provinces are responsible only for primary and secondary education of whites and Asians.[8] The central government subsidizes the provinces to the extent of 50 percent of the total expenditures on education.[9]

Primary and secondary education for whites, based chiefly on the British system, generally lasts for seven years followed by secondary education for five or six additional years. After four years in secondary school, students take the Junior Certificate in English and four chosen subjects; after a further two years, the Senior Certificate may be taken for university matriculation.

Higher Education

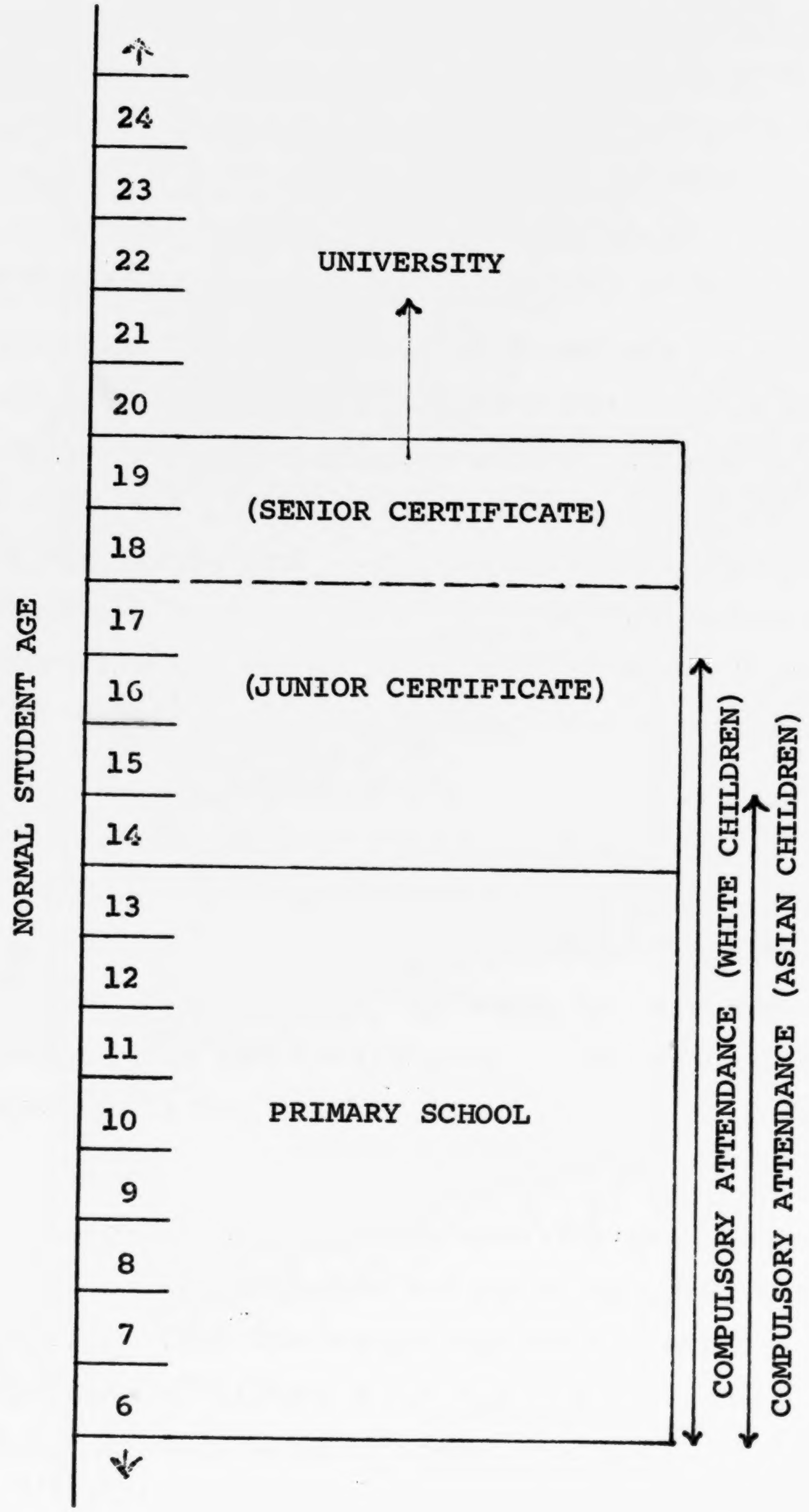
There are presently nine white universities, five nonwhite colleges, and seven technical colleges including one for Indian students. By the Extension of University Education Act in 1959, segregation was imposed on all universities, thereby segregating the three previously "open" universities of Capetown, Natal, and Witwatersrand.

To accommodate the nonwhite students, the following colleges were set up: the University College of Western Cape and two colleges at Zululand and Turfloop for natives, one university college at Durban for Indians, and the college at Fort Hare (reserved) for the Xhosa. In 1961, these institutions had a total enrollment of 2,000 students. (In 1961, 1,900 Bantu, 1,711 Asiatic, and 950 colored students were enrolled at institutions of higher education.)[10]

A chief handicap of these colleges has been a limited qualified staff; thus, in some cases it has been necessary to elevate high school teachers to university positions. Also, these colleges' small size narrows the range of subjects available. Therefore, at least in the short run, segregation has restricted educational opportunities for Bantu and colored students by denying them possibilities of certain superior instruction.

In 1961, the nine white universities had a total enrollment of 43,706, of which the University of South Africa accounted for 10,706. This nonresidential university provides only correspondence courses and is primarily intended to serve rural communities (1961 enrollment figures include 1,171 Bantu,

SOUTH AFRICA


NORMAL STUDENT AGE
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UNIVERSITY
(SENIOR CERTIFICATE)
(JUNIOR CERTIFICATE)
PRIMARY SCHOOL
COMPULSORY ATTENDANCE (WHITE CHILDREN)
COMPULSORY ATTENDANCE (ASIAN CHILDREN)

752 Asiatic, and 272 colored students). The government subsidizes these universities for up to 63 percent of their expenses, though in principle they are autonomous institutions.

Four of the European universities instruct in English and four in Afrikaans, while one (the University of South Africa) is multilingual. The teaching system is based on that of a British university: courses are chiefly in lecture form, supplemented by seminars. A three-year undergraduate program leads to the Bachelor of Arts (B.A.) degree and an additional year's course is required for the Bachelor of Arts, Honors (B.A. Hons.) A further one or two years in advanced research and preparation of a thesis are required for the master's degree, and the doctorate demands an additional thesis.

The universities are organized into a number of faculties: Arts, Science, Medicine, Law, and Commerce, these being subdivided into specialized departments such as history and business administration.

B. MARKETING EDUCATION

As in many European universities, marketing courses are taught in close relation to economics and by the Faculty of Commerce or Economic Science, the great majority of courses being at an undergraduate level. No university offers a program specifically in marketing, but only as part of the business administration section of the Bachelor of Commerce (B. Com.) degree. Courses are mostly of a general introductory nature, and marketing normally comprises only part of a year's program instead of the entire year. The few marketing courses at graduate level have a managerial or functional orientation and emphasize practical rather than theoretical aspects.

The level of marketing education can possibly be attributed to a certain lack of communication which inevitably exists between the business community and universities. A 1962 conference on education brought out the need for universities to keep the business community abreast of business education.[11] It was further expressed that it is difficult to train people for business management since this profession involves action, i.e., decision making. The task was considered the more difficult as South Africa management literature is almost negligible--it is up to the teacher to synthesize experience. Furthermore, since universities admit large numbers of students and must, therefore, accept teachers of lesser caliber, material has been poor.

The 1960 CIOS Report on Management Education commented on the "exceptionally strong, early support and generally spreading interest in the management movement in South Africa," but observed that few managers had received management training by the case method; and there was need for more widespread scientific management education.[12]

Enrollment in undergraduate commerce programs (in which marketing courses are a required subject) has steadily been increasing. In 1961, a total of 2,685 undergraduate students (this conflicts with the Yearbook figure of 4,110) were enrolled in commerce programs, and 284 B.Com. degrees were awarded.[13] This figure had increased in 1965 by about

20 percent; and according to estimates from several universities, this trend is expected to continue.

Universities

University of Port Elizabeth

Here, no courses are devoted solely to marketing. One-half of the first undergraduate course in business economics deals with marketing and approximately one-third of the second course covers marketing management. About one-sixth of the second-year course deals with external trade problems.

University of Pretoria

The one undergraduate course in marketing is basically introductory with a functional approach. The length of the course is three periods per week for two semesters. Enrollment in this class was 275 in 1965 and was expected to reach 325 by 1967.

Another undergraduate course in business administration includes a section dealing with marketing. In 1965, 177 students were enrolled in this course; and the estimated 1967 figure was 220. There is also a Master of Business Administration (M.B.A.) program which includes marketing; in 1965, 56 students were enrolled, but this was expected to fall to 40 by 1967.

University of Orange Free State

One general introductory course in marketing is offered.

University of Porchefstroom

One section of the first business economics' course gives an introduction to marketing; one section in the second and third courses deals with the functions of cooperatives.

Rhodes University

One introductory course in marketing at the undergraduate level is offered.

University of Natal

A small portion of the second year commerce course deals with the work of a firm's marketing department. Fifty students were enrolled in this course in 1965. The first part of the third course in commerce deals entirely with marketing, chiefly from a "channels of distribution" standpoint. Enrollment in this course was 46 in 1965. About one-third of the second course in industrial organization and management deals with marketing management; 29 students were enrolled in 1965. A postgraduate course in market research and advertising was offered in which there were two students in 1965.

University of Witwatersrand

A second-year undergraduate course covers general marketing topics, and a third-year course is devoted to marketing from a managerial standpoint.

University of Stellenbosch

One section of the first undergraduate course in business economics (two teaching periods per week for two semesters) deals with foreign trade as well as marketing functions and organization. One section of the second undergraduate course covers marketing and sales problems (one period per week for two semesters). A small part of the third course deals with cooperatives. There is also an M. B. A. program, of which one of the subsections deals with "commercial management."

University of Capetown

In 1964, an M. B. A. program was started, which includes one marketing management course. This is a two-year program and "only candidates who are graduates with a minimum of three years approved practical experience in administration may be admitted to the course." A shorter postgraduate course of 15 months leads to the Certificate in Business Administration. For nongraduates with three years' business experience, there is a course leading to the Diploma in Business Administration.

University of South Africa[14]

A number of courses covering marketing topics are given at both undergraduate and graduate levels. At the undergraduate level, the entire second year of business economics (a compulsory course) is devoted to marketing. Enrollment in 1964 was 318 (13 nonwhite), and an increase of approximately 20 percent was expected in 1965. About one-third of the third-year course in business economics covered marketing management. In 1964, 125 students were enrolled (three nonwhite); a 100 percent increase was expected in 1965.

At graduate level, an alternative subject entitled Advanced Problems in Marketing is available. Four alternative courses for B.Com.(Hons.) are offered: 1) Cooperatives and Marketing of Agricultural Products, 2) Marketing Problems of Specific Industries, 3) Marketing Research, and 4) Advertising.

A postgraduate diploma (two years) in market research and advertising is offered. In 1964, 19 students were enrolled and a 40 percent increase in 1965 was anticipated. The second year of this program is devoted to a course in marketing, two in market research, and one in advertising.

XV. FOOTNOTES

1. Material for this chapter was collected by Dr. C. de Coning, University of South Africa, Pretoria, South Africa.

2. M. J. de Bly, Africa South (Northwestern University Press, 1962), p. 208.

3. State of South Africa Yearbook, 1963, p. 129.

4. Large Negroid tribe and most important native linguistic group in South Africa.

5. Andrews et al. (ed.), South Africa in the Sixties (South Africa Foundation, 1962), p. 23.

6. Ibid., p. 184.

7. Yearbook, op. cit., p. 136.

8. O. P. F. Horwood, "Financing of Higher Education," Education and Our Expanding Horizons, Proceedings of National Conference on Education, Natal, 1962.

9. Yearbook and Guide to Southern Africa, 1962, p. 56.

10. Yearbook, op. cit., p. 133.

11. T. M. Kelly, "Whiter Education for Business Management," Education and Our Expanding Horizons, p. 330.

12. Organized Efforts to Advance the Art and Science of Management in Selected Countries--South Africa, CIOS, Sydney, 1960.

13. Annual Report of the Department of Education, South Africa, 1961.

14. As this university offers only correspondence courses, it is open to all races. It appears to offer the only opportunity for nonwhites to study business education. No information was received from any nonwhite university colleges.

XVI. SWEDEN[1]

A. GENERAL EDUCATION SYSTEM

Primary and Secondary Schools

Pupils begin elementary school (grundskola) at age seven; and after eight or nine years of general education, compulsory schooling terminates. Now, however, most grundskolor offer special courses in preparation for the gymnasium which provides a higher level of secondary education. Furthermore, after four or five years at the grundskola, the pupil at present may enter a lower secondary school (realskola) for three to five years (depending on previous schooling), which also prepares for the gymnasium. (See Table 1 for a simplified ladder chart of the Swedish school system.)

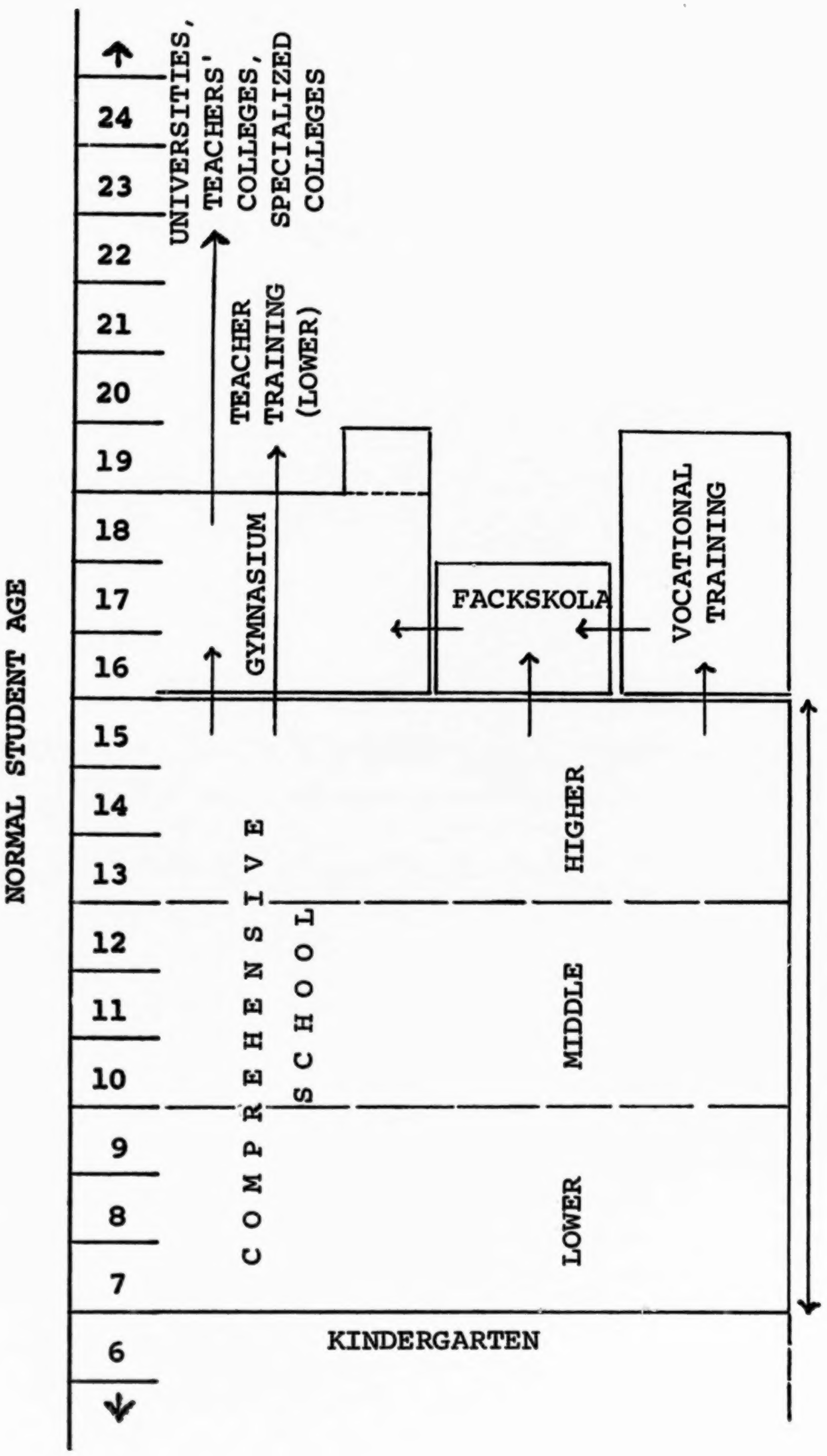
The gymnasium, which is entered at about age sixteen or seventeen and prepares for higher education, is either:

1. commercial (three years' duration) (presently includes a basic course in marketing),
2. technical (three years' duration), or
3. general (three or four years' duration).

Each of these types of schools leads to its own studentexamen (matriculation). The large majority of students (75 percent) choose the general gymnasium.

TABLE 1

SWEDEN


NORMAL STUDENT AGE
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UNIVERSITIES, TEACHERS' COLLEGES, SPECIALIZED COLLEGES
TEACHER TRAINING (LOWER)
GYMNASIUM
FACKSKOLA
VOCATIONAL TRAINING
COMPREHENSIVE SCHOOL
LOWER
MIDDLE
HIGHER
KINDERGARTEN

Studentexamen

The Swedish studentexamen is a comprehensive set of written and oral examinations given by the Royal Board of Education to all public and private secondary school students. This exam is an entrance requirement for university education, and students having passed it are at approximately the same level as American students after the second year of college or the G.C.E. advanced level in England. The average student takes the studentexamen at about nineteen or twenty years of age, but this can vary considerably, again depending upon the student's previous schooling.

Studentexamen grades are based not only on final examinations, but also on the student's work during his last two years in the gymnasium. Future employers, as well as university entrance examiners, place great importance on the results of the studentexamen.

Proposed Revision of School System

As of 1970 it is expected that the grundskola will take over the function of the realskola in preparing for the gymnasium. It is estimated that by 1975 more than 50 percent of students in the age group will be attending the latter. (Between 1921 and 1962 gymnasium enrollment, as a percentage of the total age group, rose from 2.5 percent to 23.2 percent.) As part of this school revision, a special program in marketing will be organized within the commercial gymnasium. (See D. Marketing Education).

Universities

Sweden has five universities: Uppsala (1477), Lund (1668), Stockholm (1877), Gothenburg (1891), and Umeå (1963). Each of these has three or more of the following faculties: Arts, Science, Social Sciences, Law, Theology, and Medicine. There are also special university level schools for the following subjects: economics and business administration (handelshögskolor), technology, forestry, veterinary medicine, dentistry, and pharmacy.

Admission to a Swedish university or university school is, as mentioned, based on the candidate's graduation (studentexamen) from a secondary school (gymnasium).

With regard to comparison of university degrees, Swedish sources offer the following explanation:

Degree	Abbreviation
Filosofie kandidat	(fil.kand. or F.K. or FK)
Filosfisk ambetsexamen	(fil.mag. or F.M. or FM)
Statsvetenskaplig-filosofisk	(pol.mag. or P.M. or PM)
Civilekonom	(civ.ekon.)
Filosofie licentiat	(fil.lic. or F.L. or FL)
Ekonomie licentiat	(ekon.lic.)
Filosofie doktor	(fil.dr. or F.D. or FD)
Ekonomie doktor	(ekon.dr.)

Of the degrees listed above, the Swedish FK, FM and civilekonom can be obtained after three to five years of study (depending on the student's ability and also, to some extent, on subjects selected).

Qualitatively and quantitatively speaking, the Swedish FK is usually regarded as being of a higher standard than the American Bachelor of Arts or Science. Like the FM (or civ.ekon.), it corresponds more nearly to the American Master of Arts or Science or Business Administration. The Swedish FL (or ekon.lic.) is approximately equivalent to the Ph.D., representing the completion of the general examination plus a thesis; the Swedish FD (or ekon.dr.) is more advanced than the American Ph.D.

The degrees correspond in quality and quantity to British degrees that can be obtained after a similar period of study. As the standard of British university degrees of the same name is far from uniform while the Swedish university system has reached a high measure of uniformity in this respect, it is not possible to give a correct indication of the British equivalent.

A Swedish FL ranks with the French Docteur de l'Université and often exceeds the German Dr.phil.

B. BUSINESS EDUCATION

Business administration is taught at all five Swedish universities, as well as at the Stockholm School of Economics and Business Administration and the Gothenburg School of Economics and Business Administration.[2] Included in three different study programs, it is the main subject for the Civilekonom (Master of Economics) program and is frequently an important subject for both the Politices Magister (Master of Political Science) and the Filosofie Kandidat (Master of Science or Arts) degrees. The latter two are offered only by the general universities.

Civilekonom (Master of Economics)

Civilekonom education, using the University of Lund as a typical example, consists of:

1. two semesters of basic economics and accounting with introductory courses in business administration, quantitative managerial economics, and statistics;
2. two semesters of law, organization, marketing, finance, automatic data processing, accounting, and foreign languages;
3. one course in one of the following subjects: economic history, statistics, political science, psychology, sociology, pedagogics, mathematics, numerical analysis, international economics, and economic geography or a more advanced course in economics or business law;
4. one of the following graduate courses: organization, accounting and finance, quantitative managerial economics, marketing, administrative data processing.

   In this course a thesis (25-100 pages) on a special subject is required. Studies normally end after seven semesters (three and one-half years) with the civilekonom degree.

For admission to the civilekonom program, the studentexamen from a gymnasium (general, commercial, or technical) is required. In general, however, the number of applicants for the civilekonom is so large that only about one-third can be admitted. Priority is thus given to holders of previous university degrees, and to those having obtained top grades in the studentexamen. Practical business experience is also considered.

As a result of increased educational facilities in economics and business administration, the number of students has grown considerably. Thus, in 1964, 275 and 200 students, respectively, were admitted to the Stockholm and Gothenburg Schools of Economics and Business Administration; 200 at the Faculty of Social Sciences at Lund; and 50 at Umeå.

Total annual enrollment increase in the civilekonom program for the above schools:

1960-61	1961-62	1962-63	1963-64	1964-65
345	575	675	575	725

Post-Civilekonom

After the civilekonom the licentiat of economics (ekon. lic.) may be taken, and thence, the Doctor of Economics (ekon. dr.), each of these requiring approximately four years.

Until now in Sweden only five persons per year, on the average, have obtained a licentiat degree in economics and business administration; and usually not more than one per year has achieved the doctorate. However, the number of postgraduate students has recently increased considerably. At each of the following--the University of Lund, Gothenburg School of Economics and Business Administration, and Stockholm School of Economics and Business Administration--there are presently 30 to 50 students preparing for their licentiat degree in economics and business administration. Another 20 to 25 persons, who have already obtained their licentiat in this field, are pursuing their Doctor of Economics degree.

Politices Magister (Master of Political Science) and the Filosofie Kandidat (Master of Science or Arts)

Courses for the politices magister (pol.mag.) and the filosofie kandidat (fil.kand.)are condiderably more flexible

TABLE 2

BASIC COURSES IN MARKETING--SCHOOLS OF ECONOMICS AND UNIVERSITIES

Institution	Principal methods of instruction and main contents	Weeks	Hours	Number of new students and intended degree			
						Estimated	
				1958/59*	1964/65	1965/66	1966/67
Gothenburg School of Economics and Business Administration	a. Lectures on: 1. Choice of competitive means 2. Current trends in the Swedish market 3. Special foreign trade problems	5	64	100 civ. ekon.	200 civ. ekon.	200 civ. ekon.	200 civ. ekon.
	b. Discussion groups with practical excercises in the use of different analytical methods.	5	20				

TABLE 2 (CONTINUED)

BASIC COURSES IN MARKETING--SCHOOLS OF ECONOMICS AND UNIVERSITIES

Institution	Principal methods of instruction and main contents	Weeks	Hours	Number of new students and intended degree			
						Estimated	
				1958/59*	1964/65	1965/66	1966/67
Stockholm School of Economics and Business Administration.	a. Lectures on the structure and operation of marketing, forms of competition, legislation competitive sales organization, advertising and sales promotion and market research	10	20	200 civ. ekon.	250 civ. ekon.	250 civ. ekon.	250 civ. ekon.
	b. Discussion groups which treat analytical methods and cases	6	12				
	c. Seminars in business economics partly deeling with marketing problems		Min. of 20 sessions				

TABLE 2 (CONTINUED)

BASIC COURSES IN MARKETING--SCHOOLS OF ECONOMICS AND UNIVERSITIES

Institution	Principal methods of instruction and main contents	Weeks	Hours	Number of new students and intended degree			
						Estimated	
				1958/59*	1964/65	1965/66	1966/67
University of Gothenburg Department of Business Administration	1. Current structural changes in marketing 2. Analytical methods in marketing	5	30	80 pol. mag. & fil. kand.	90 pol. mag. & fil. kand.	100 pol. mag. & fil. kand.	110 pol. mag. & fil. kand.
University of Lund, Department of Business Administration	1. Lectures	5	20		200 civ. ekon. and 200 pol. mag. & fil. kand.	200 civ. ekon. and 210 pol. mag. & fil. kand.	275 civ. ekon. and 250 pol. mag. & fil. kand.
	2. Discussion groups	8	30	30 pol. mag. & fil. kand.			
	3. Integrated section in which some time is devoted to marketing (see foregoing description)		Min. 26 sessions				

TABLE 2 (CONTINUED)

BASIC COURSES IN MARKETING--SCHOOLS OF ECONOMICS AND UNIVERSITIES

Institution	Principal methods of instruction and main contents	Weeks	Hours	Number of new students and intended degree			
						Estimated	
				1958/59*	1964/65	1965/66	1966/67
University of Stockholm, Department of Business Administration	Same as Stockholm School of Economics	10 6	20 12 Min. of 20 sessions	Started fall term 1962 50 pol. mag. & fil. kand.	160 pol. mag. & fil. kand.	350 pol. mag. & fil. kand.	425 pol. mag. & fil. kand.
University of Uppsala, Department of Business Administration	1. Course in marketing which generally covers the entire area of marketing, including questions on structure, but excluding market survey techniques.	5	30	10 pol. mag. & fil. kand.	65 pol. mag. & fil. kand.	135 pol. mag. & fil. kand.	220 pol. mag. & fil. kand.
	2. "Preparatory" seminars dealing with marketing problems as well as other subjects.	15	30				

* or when course first started

than those for the *civilekonom*, and subjects can be taken in unspecified order. Though studies are generally not as oriented toward business administration as are the *civilekonom* courses, many *pol.mag*. and *fil.kand*. students concentrate on business administration to the same extent as *civilekonom* candidates. The program in business administration for both *pol.mag*. and *fil.kand*. students is equivalent to that offered to *civilekonom* students and can also lead to more advanced degrees: *filosofie licentiat* and then *filosofie doktor*.

In contrast to the stiffer admission requirements for the *civilekonom*, admission to the *politices magister* or *filosofie kandidat* courses is based on the *studentexamen* only. In 1964 the number of *pol.mag*. and *fil.kand*. students studying business administration was approximately 200 at the University of Lund, 160 at the University of Stockholm, 90 at the University of Gothenburg, and 65 at Uppsala University, for a total of 535. A strong increase in number of students majoring in this subject has been noticed during recent years, with the rise expected to continue at a good rate.

C. MARKETING EDUCATION

Gymnasium

As previously indicated, the proposed revisions of the school system include the addition of a marketing program in the commercial *gymnasium* curriculum. (Presently about 24,000 students are admitted every year to commercial *gymnasia* throughout the country.) Aspects of this course are designed to introduce the student to current marketing theories and methods. Consisting of four lectures a week the first year and six during the second, the course will cover:

1. Marketing Structure and Costs
2. Government Influence on Marketing
3. Competition and Competitive Methods

In the third year marketing will be a major subject with seven lectures a week. Main topics will be:

1. Marketing Structure and Operations
2. Marketing Principles
3. Cost and Revenue Analysis
4. Purchasing
5. Personal Selling
6. Advertising
7. Marketing Analysis and Market Control
8. Organization for Marketing
9. Organization and Methods in Import and Export Trade
10. Social Adjustment in Marketing
11. Seminar work dealing with Marketing Problems

Universities and Schools of Economics

Basic Marketing Courses

Marketing represents one of the main subjects in the business administration curricula at the Universities of Stockholm, Gothenburg, Lund, and Uppsala, and the schools of economics and business administration at Stockholm and Gothenburg. Traditionally, marketing (or as it is frequently called, marketing economics) has been divided into four areas:

1. General Marketing
2. Economics of Purchasing
3. Economics of Retailing
4. Economics of Transportation

But during the last few years, the broader concept of marketing has completely dominated the other three areas to such an extent that retailing and transportation studies have largely been transferred to other sections of the business administration course, and the purchasing course is now of minor importance. In all these areas, stress is laid more upon the economic effects and theoretical aspects of the subjects than on mere technical proficiency.

Elementary marketing knowledge is presumed to have been obtained in the "Introduction to Business Administration" course given at all universities and schools of economics (syllabuses differ somewhat between the various educational institutions). As background, students usually have also had a course in quantitative managerial economics.

Below is a description of the basic course in marketing at one university (Lund). Course level is approximately comparable to that of the American B.A. Length of course (approximately six to nine weeks of active study), teaching methods, and reading lists are basically the same as in other institutions. See Table 2 for details of various schools' programs.

The basic course in marketing is intended to give students a general and practically oriented understanding of the following areas:

1. Important structural environment data for marketing of different products, especially in relation to current development trends.
2. Techniques used in marketing of different products.
3. Analytical methods by which decisions in marketing are made.

Instruction in the course consists of the following:

1. Lectures (20 hours) covering a survey of the Swedish marketing system with emphasis on structural trends; and choice of competitive means, study of the different forms of markets, market strategy, forecasting methods, demand analysis, consumer behavior, product policy, pricing, price policy, advertising and sales promotion policy, personal selling, location policy, and choice of market channels.
2. Discussion groups (30 hours)--see below.
3. Obligatory training seminars (14 hours per group) covering primarily marketing problems, but also the main aspects of general business problems. Working groups of four students write a paper of about ten pages on a given problem.
4. Essay seminars covering primarily marketing problems, but also the main aspects of general business problems. Every student must submit an essay of 10 to 15 pages.

The discussion group (30 hours per group) is designed to complement lectures. Groups of about 30 students are given opportunities for discussion, partly based on cases and study visits. Included in the exercises as obligatory is either the writing of a short survey on the development of a certain trade or industry, or a summary of a current book, etc.

The program is divided into the following sections:

1. The case method. Orientation on statistical sources for the trade survey (2 hours).
2. Regions and sales districts (2 hours).
3. Statistical sources for advertising (2 hours).
4. Sample test studies (2 hours).

5. Five different cases. Practical training in the use of different analytical tools. Discussion of actual business cases during which participants can analyze problems and suggest appropriate measures to adopt. Special emphasis is given to the use of different competitive means (12 hours).

6. Study visit (2 hours).

7. Obligatory specified exercise either a:

   Trade or Industry Survey.
   Example: A foreign company, which is not active in the Swedish market, intends to undertake a research project to obtain information on current marketing conditions and the marketing structure for its product. A survey of five to eight pages in the form of a memorandum should be prepared. The study is conducted by a group of four students who, together, are responsible for the result. Two groups are given the same product or industry and each should be prepared to criticize in a seminar the other's survey. In judging the efforts, consideration is given to both the survey and the group's critical ability. In writing the survey, only published material should be used (books, newspapers, magazines, etc.).

   or:

   Book Summary. The objective is to acquaint students with new books which are not yet used as textbooks, and to discuss their contents.
   Execution: The summary is prepared by groups of four students who together are responsible for the result. About 200 pages of text from a newly published book in a foreign language are condensed to five to eight typewritten pages (in Swedish).

   The group also presents ten of the most interesting points in the book, point by point. Two groups are given the same book and each then has to criticize the other's summary and points of discussion.

The literature of the course totals about 1,700 pages. Included in the list of required readings are, for instance, Marketing Management by Howard and Marketing Research by Boyd and Westfall. Also included are textbooks treating both the Swedish and European marketing systems.

Advanced Marketing Courses

After having passed the final examination of the one-year basic course, students may take advanced courses in one or more specific areas within the business administration field. These are offered generally in the third year in the Department of Business Administration at the University of Lund, as well as at the schools in Stockholm and Gothenburg. The University of Umeå will probably start such a course in the near future. The University of Uppsala includes advanced marketing topics in certain courses, and the Stockholm School of Economics treats essential aspects of marketing in its Economic Psychology course.

Since participants have taken the basic marketing course, they have been well-grounded in various phases of business, such as finance, accounting, managerial economics, and theory of the firm, as well as some quantitative methods and operations research applications. Thus, these special "depth" courses are designed to prepare the student for future practical work, as well as provide theoretical background for advanced studies.

University of Lund

The course acquaints the student with fairly advanced methodology in marketing and behavioral science. A quantitative approach is stressed, but so far the operative side of knowledge has not been particularly emphasized, the reason being that this would demand a wider basis in quantitative methodology than is presently given. Demand for instruction in quantitative methods, however, is rapidly increasing; and each year more such instruction is included.

Fairly advanced knowledge is offered in the structure and organization of marketing, and, at the same time, the course underlines the importance of the environment in which the company conducts its marketing activity. The increasing velocity of change is stressed. Social, moral, and ethical sides of the marketing functions are also brought out, as well as the legal aspects of the competitive situation. Special emphasis is given to government interference, especially in the area of restrictive business practices.

The manysided nature of these marketing studies and the stress on methodology becomes apparent from the following list of texts. These are in two groups, each of which is covered in one written examination:

Examination I:

Ackoff, Russel R., Gupta, Shiv K., & Minas, J. Sayer. Scientific Method: Optimizing Applied Research Decisions. New York: John Wiley & Sons, Inc., 1962, pp. 1-428.

Alderson, Wroe & Shapiro, Stanley. Marketing and the Computer. Englewood Cliffs, N. J.: Prentice-Hall, 1963, (1:2, 1:4, 2:1, 2:2, 2:3, 2:4, 2:5, 3:3, 3:6, and 5:3).

Boyd, Harper W. & Westfall, Ralph. Marketing Research. Homewood Ill.: Richard D. Irwin, Inc., 1964.

Frank, Ronald E., Kuehn, Alfred A. & Massy, William F. *Quantitative Techniques in Marketing Analyses, Text and Readings*. Homewood, Ill.: Richard D. Irwin, Inc., 1962.

Henell, Olof. *Modeller i marknadsföring* (Models in Marketing). Notes for lectures (Mimeo).

Karlsson, Georg (ed.). *Sociologiska metoder* (Sociological Methods). Stockholm: Svenska Bokförlaget, 1961, Chs. 1, 2, 4-11, 13, 15, 16 and 21.

Examination II:

Detaljhandel och samhällsplanering (Retailing and Community Planning), Stockholm: Rabén & Sjögren, 1963.

Hax, Herbert. *Vertikale Preisbindung in der Markenartikelindustrie* (Vertical Price Binding for Branded Goods). Köln und Opladen: Westdeutscher Verlag, 1961.

Henell, Olof. *Some Science in Personal Selling*. Stockholm: Esselte Reklam, 1961.

Matthews, John B., Buzzel, Robert D., Levitt, Theodore & Frank, Ronald E. *Basic Marketing*. New York: McGraw-Hill Book Company, 1964.

Morgan, J.N. "A Review of Recent Research on Consumer Behavior," in Clark, L.H. (ed.). *Consumer Behavior*, Vol. III (New York), 1958, pp. 93-222.

Westing, J.H. & Fine, I.V. *Industrial Purchasing*. New York: John Wiley & Sons, Inc., 1961. Chs. 2, 16 and 17.

Wärneryd, K.-E. *Ekonomisk psykologi* (Economic psychology) Stockholm, 1959.

Wärneryd, K.-E., Carlsson, R. & Ölander, F. "Ett begreppschema för reklamforskning," (A Conceptual Model for Advertising Research), *Det Danske Marked*,1962, pp. 217-27.

Wärneryd, K.-E., Carlsson, R. & Ölander, F. "Psykologisk forskning inom reklamen," (Psychological Research in Advertising), Det Danske Marked, 1962, pp. 365-80.

Students should also familiarize themselves with the following magazines:

Affärsekonomi (Business Economics)

Det Danske Marked (The Danish Market)

Erhvervsokønomisk Tidskrift (Journal of Business Economics/Danish)

Harvard Business Review

Journal of Advertising Research

Journal of Business

Journal of Marketing

Journal of Marketing Research

Zeitschrift für betriebswirtschaftliche Forschung (German)

Zeitschrift für handelswissenschaftliche Forschung (German)

In addition, the student is expected to be familiar with literature dealing with consumption forecasts and international marketing, as well as a recent doctoral thesis or research report.

This one-year course includes lectures by both the regular teaching staff, as well as guests who introduce topics such as forecasting, advertising research and economic psychology, operations research, international marketing, and problems of competition (representing a total of about 50 hours).

The most important phase in these studies is covered through seminars which are of two types: preliminary and final. In the preliminary seminars, which are conducted by the principal teachers, the student presents an outline of his thesis/term paper (also subject to discussion with the advisor during the course). In the last seminar, the student presents the final version of his thesis/term paper. No fixed number of pages is required, but it usually runs from 30 to 100, unless the work is in mathematical or other symbolic language. For these final seminars, an official student-opponent is appointed to read the paper. Standards are often very rigorous, and a special grade is given on both the paper and the student's oral defense of the work. Students are required to take part in 15 such seminars (each of about two hours), in integrated seminars (covering subjects on most aspects of business economics), and in management games. Integrated seminars and management games cover a total of 24 hours. Finally, an oral examination is given by the professor.

Gothenburg School of Economics and Business Administration

The general aim of the advanced marketing course is to provide knowledge, in depth, with special emphasis on analytical methods used in decision making, e.g., selection of competitive methods. The course also deals with the environment (social, legal, etc.) conditions under which a company operates. Certain problems of a psychological and sociological nature are studied, but emphasis is on problem solving methods. This involves certain main points:

1. Analysis of economic patterns (demand patterns, competitive situations, etc.),
2. Estimate of number of consumers,
3. Marketing structures,

4. Productivity and efficiency problems in marketing,
5. Special marketing problems,
6. Market organization in export trade,
7. Methods of measurement in marketing.

Stockholm School of Economics and Business Administration

The advanced marketing course not only gives a more thorough treatment of topics already considered in the basic course, but also stresses analytical methods and covers the following areas:

1. Market analysis and economic forecasting techniques,
2. Competitive theory and market policy,
3. Discussion of structural economic problems,
4. Mathematical models in marketing,
5. Marketing organization problems,
6. Current research projects.

Also at the Stockholm School, a special course is given in Economic Psychology. The course was introduced in 1964-65, and the annual number of participants is to be restricted to 40 during the next few years. To be eligible, students must have passed the business administration course.

Economic Psychology deals with the application of psychological theory and methods in the study of situations of choice, where the choice concerns alternative actions with economic consequences; for example, buying and selling.

The main points covered are:

1. Theories of buyer behavior--the theoretical basis for the study of consumer behavior.
2. Innovation and diffusion--the results and hypotheses from sociological research on the diffusion of an innovation.
3. Mass communication, especially advertising--after a description of mass media structure, discussions take place on the theory of modern mass communication in general, with particular concentration on advertising and its form.
4. Scientific method in the behavioral sciences.
5. Market analysis--forecasting; calculation of market sales potential; media planning; testing of advertising; study of sales organization; choice of competitive means; discussion around models for choice of competitive means such as price, quality, advertising, service, etc.; and the empirical study of how a marketing policy decision is made.

Preparation of an essay is required.

The marketing courses at both Gothenburg and Stockholm require a thesis (approximately 30 to 50 pages), and the course terminates with written and oral examinations. The literature of the two courses is about the same as at the University of Lund.

University of Uppsala

While marketing education at the other Swedish universities and schools of economics is in the form of special

TABLE 3

ADVANCED MARKETING COURSES--UNIVERSITY AND SCHOOLS OF ECONOMICS AND BUSINESS ADMINISTRATION

Institution	Principal Methods of Instruction and Main Contents	Weeks	Hours	Number of New Students and Intended Degree			
						Estimated	
				1958/59*	1964/65	1965/66	1966/67
Department of Business Administration. The University of Lund	a. Lectures	15	80	1958 2-3 Regular courses started in 1963, with 40 students	45 civ. ekon. 20 pol. mag. & fil. kand.	50 civ. ekon. 20 pol. mag. & fil. kand.	50 civ. ekon. 25 pol. mag. & fil. kand.
	b. Group exercises						
	c. Seminars for treatment of essays	15	min. 30 sessions				
	d. Integrated (multi-aspect) seminars common for all special courses within business economics	4	30				
Gothenburg School of Economics and Business Administration	a. Lectures in operations analysis	1-2	36				
	b. Other lectures	3-4	30	About 35	75	75-90	75-90
	c. Seminars on theses	15	min. 20 sessions	To 90-95% prospective civ.ekon., a few prospective fil.kand. from the University of Gothenburg			
		5	max. 48 sessions				
	d. Seminars on literature	5	20				
	e. Exercises in analytical methods and mathematics	5	24				
	f. Exercises with cases	5	20				

TABLE 3 (CONTINUED)

ADVANCED MARKETING COURSES--UNIVERSITY AND SCHOOLS OF ECONOMICS AND BUSINESS ADMINISTRATION

Institution	Principal methods of instruction and main contents	Weeks	Hours	Number of new students and intended degree			
						Estimated	
				1958/59*	1964/65	1965/66	1966/67
Stockholm School of Economics and Business Administration	a. Training course in market analysis and economic forecasting techniques		14	30	60	Restricted to 40	Restricted to 40
	b. Lectures and discussion course in competitive theory and marketing policy		18				
	c. Discussion course in structural economic problems		14	To 90-95% prospective civ.ekon., a few prospective fil.kand. from the University of Stockholm			
	d. Mathematical models in marketing		18				
	e. Marketing organization problems		6				
	f. Current research projects		2				
	g. Seminars for treatment of essays		min. 20 sessions				
	h. Business game		30				

* or when course first started

courses, marketing at Uppsala is included as only part of other business administration courses.

Courses in which marketing topics are covered are:

Course	Marketing Topics
1. Economic Analysis	different marketing models
2. Administration	organization in marketing
3. International Economics	international marketing

Problems closely related to marketing may be a topic for the required essay.

In 1964 there were 15 participants in these courses, but the number was expected to increase to 30 for the year 1965-66 and to 45 for 1966-67.

High Level University Marketing Studies

After passing the advanced marketing course examination within either of the civilekonom, pol.mag., or fil.kand. areas, a student may also go on to the graduate level and obtain a licentiat degree in this field. A licentiat course is individually prepared for each candidate and is, to some extent, oriented toward the topic of his proposed thesis (200-400 pages).

Presently, there is a total of some 20-30 persons working for their licentiat in marketing at the various schools and universities.

Management Development Programs (See Table 4)

Four educational organizations offer management development programs, which include marketing courses for businesses and industry executives:

TABLE 4

MANAGEMENT DEVELOPMENT PROGRAMS WITH MARKETING COURSES

Institution	Title of course and main contents	Days or Weeks	Total Hours	Total participants 1958*	1964	1965	1966 Estimated
The Foundation for Management Training	Marketing in South America	3 days	32			Discontinued	
	Production planning	2 days	20				
	Active business adaption	5 days	34				
	Marketing survey	2 days	12	Started 1960		Discontinued	
	Selling to industry	2 days	18	Started 1959			
	To sell at lower cost	2 days	18	Started 1963			
	Network planning	3 days	20	Started 1962		Discontinued	
	Value analysis	3 days	22	Started 1963			

TABLE 4 (CONTINUED)

MANAGEMENT DEVELOPMENT PROGRAMS WITH MARKETING COURSES

Institution	Title of course and main contents	Days or Weeks	Total Hours	Total participants			
				1958*	1964	1965	1966 Estimated
The Swedish Association of Engineers and Architects	Company management, course in seven conferences.	30 days	circa 230	36	41	36	36
	Conference three deals with the company, the market, and forecasting methods.	4 days	34				
The Swedish Association of Graduate Economists	Marketing	4 weeks	160		32	max. 32	max. 32
The Swedish Employers' Confederation	Advanced management, including marketing aspects	6 weeks					

*When course was first given

1. The Foundation for Management Training (Stiftelsen för Administrativ Vidareutbildning/ STAV/at the Gothenburg School of Economics), an independent institution supported by course fees, is an extension of the Gothenburg School's education program. Participants are generally senior executives in business and public administration, but regular students from the school's advanced courses may participate in some of the programs.

2. The Swedish Association of Engineers and Architects, founded in 1861, offers a comprehensive postgraduate training program among its other activities. In 1957 the Association set up its first executive development course, which is arranged for members' needs but is also open to nonmembers. There are no formal admission requirements, but most participants are graduate engineers in business and industry.

   Among subjects treated are long-range company planning, economic analysis, financial planning, methods and techniques in economic and administrative decision making, and organization, as well as an integrated course covering all these topics.

   One session is confined to marketing problems: market structures, marketing models, market research, forecasting methods, selection of competitive means, sales organization, and European marketing. The course lasts 30 days and is divided into seven residential, full-time sessions, each of four to five days.

3. The most recent Swedish institution for postgraduate management training is the Institute for Postgraduate Training of the Swedish Association of Graduate Economists, which offered its first course in 1964. Objective of the institute is to provide further training in economics and business administration for executives with degrees in this field and other qualified persons. The board of the institute is made up of representatives of the Stockholm School of Economics, the Gothenburg School of Economics and Business Administration, and the Department of Business Administration of the University of Lund, together with representatives from business and industry.

In the four-week marketing course with an inter-Scandinavian faculty, the following main topics are included: competitive theory, managerial economics, development of production and marketing structures, theory of demand and consumption, market analysis, market strategy, sales organization, and international marketing.

4. The Yxtaholm Management Training Institute of the Swedish Employers' Confederation. Courses at the Yxtaholm Management Training Institute are on management and personnel administration and are designed for senior executives, managers, and specialists in business enterprises and national and municipal organizations. Courses are on a full-time, residential basis, and most of the lecturers are from outside the Confederation. About 400 people per year have participated in these courses since the Institute's founding in 1950.

   Although the Institute offers no special courses in marketing as such, its advanced management course includes certain aspects of this subject. The six-week course covers essential problems of management from the global point of view, and content is divided into sections for practical reasons:

   a. Company policy, company organization, and leadership.

   b. Personnel administration and company-society relations.

   c. Economy and economic environment of the company. National economic and social policy, its aims and means. The tax system. Structural improvement in industry. Problems of competition. Labor policy. Integrated markets. Developing countries. Company strategy and goals. Cost analysis, pricing, profit analysis, capital budgeting, product strategy. Forecasting. Marketing and competition. Sales policy, promotion and marketing organization. Purchasing policy and organization. Inventory management. Finance policy with special regard to Swedish and foriegn tax systems.

d. Integrated Section. The specialized information thus received is then reviewed and integrated in the last phase of the program. Solutions to the problems of conflicting opinions and viewpoints that meet top-level decisions are illustrated by means of business games and case studies. The use of operations research for decision making is touched upon.

Advertising Schools

Marketing policy is taught within the program of several advertising schools: the Institute of Higher Education in Advertising (Institutet för Högre Reklamutbildning), hereafter referred to as the IHR; the School of the Swedish Association of Advertising Agencies (Annonsbyråernas Förening), referred to as the AF School; and the Institute for Further Education of University Teachers.

IHR

This institute, founded in 1953, is closely affiliated with the Swedish Sales and Advertising Federation and offers a one-year day course which is, to some extent, at the university level. It is accredited by the state and receives government aid but is also financed through attendance fees (at present, 1,500 Sw.Cr.--$300--for the one-year course).

For admission to the IHR, the studentexamen is required, with graduates of a university or school of economics being given preference. At least six months' selling or advertising experience is required.

IHR's education program embraces the following subjects:

Economics--50 hours
Personal selling--54 hours
Marketing policy--30 hours
Marketing research and advertising policy--42 hours
Psychology and advertising psychology--42 hours
Copywriting and journalism--30 hours
Advertising theory, practical applications--113 hours
Legislation on advertising--20 hours
Swedish constitutions--21 hours
Graphic techniques--43 hours
History of art--20 hours
Advertising design--47 hours
Graphic methods of reproduction--20 hours
Typographical planning--34 hours
Public relations--15 hours
Swedish grammar, style, speech--32 hours
Sociology--14 hours
Advertising campaigns--40 hours
Guest lectures--10 hours

AF School

The AF School, founded in 1958 with branches in Stockholm, Gothenburg, and Malmö, is run by the Swedish Association of Advertising and recruits a number of participants from member agencies. It is partly financed by attendance fees (at present, 750 Sw.Cr.--$150), which are usually paid by employers. University students attending the course enjoy lower rates.

The school's basic course gives students general theoretical and practical training in advertising in preparation for a position in an agency. Anyone engaged in advertising may attend the course, as well as university students, though priority is given to the staff of AF member agencies. About 80 percent of the participants have passed the studentexamen and about 20 percent are university graduates. Thus, the basic course is at a fairly advanced level.

A half-year basic course is offered with eight hours' instruction per week. The following subjects are covered:

Market potentials, market planning, and marketing methods--32 hours
Media and media planning--32 hours
The advertising message--30 hours
Advertising production--48 hours
Special lectures--32 hours

The educational program is developing rapidly, and in 1966 the school planned to offer a considerably expanded curriculum. In 1965 a four-week summer seminar was arranged, with ten selected participants. Seminar topics included such aspects as methods in advertising campaigns, product planning, and sales organization.

Institute for Further Education of University Teachers

Closely associated with universities, the Institute began operations in 1963 at Stockholm, Gothenburg, Lund, and Uppsala. The objective is to provide established academicians with new knowledge and techniques in their field, as well as to instruct prospective university teachers.

Twice a year the Institute arranges an evening course of 30 hours on Advertising and Marketing in all four cities, with 10 to 20 participants in each course.

Among other subjects are treated:

Marketing economics, general orientation means of competition
Advertising goals and means
Economic aspects of advertising as a competitive mean
The size and composition of the advertising budget
Measuring the effect of advertising
Market research
Advertising media
The problem of media selection
The administration of the advertising function in different types of business
The marketing and advertising plan
Campaign planning and development

Owing to increased requests from academicians for this type of program, an expansion of courses may take place.

Employees' Organizations

The Swedish Staff Employees Central Organization
(Tjänstemännens fackliga centralorganisation)

This organization, a trade union, apart from protecting members' interests through central bargaining, also offers extensive educational activities through its educational organization (Tjänstemännens Bildningsverksamhet), hereafter referred to as TBV. TBV conducts a) higher courses in business administration including marketing problems, b) courses equivalent to the university one-year course in business administration, and c) other business course activities.

Higher Business Administration Course

To be accepted, the studentexamen is required, together with several years of practical experience, though

TABLE 5

MARKETING COURSES IN HIGHER SCHOOLS OF ADVERTISING

Educational Institute	Title of course and main contents	Hours per Week	Total Hours	Number of students 1958	1964	1965	1966
IHR	Higher advertising education	18	about 600	25	50	50	50
	Marketing content:						
	Marketing policy		30				
	Personal selling		54				
	Market research and advertising policy		42				
	Psychology and advertising psychology		42				
AF School	Basic education in advertising, general basis for the advertising profession	8	about 160	first[a] course	60[a]	60[a]	60[a]
	Marketing content:			-2[b]	30[b]	30[b]	30[b]
	Market potentials,			-3[c]	30[c]	30[c]	30[c]
	market planning and marketing methods		32				
	media and media planning		32				
Institute for Further Education of University Teachers	Advertising and marketing	4	30	15 to 20 participants in Stockholm, Gothenburg, Lund and Uppsala in 1964.			

a. Stockholm
b. Gothenburg
c. Malmö

those with equivalent education in business administration may be admitted.

The program consists of two years of evening courses in two areas of study: accounting and marketing.

Course	Total Number of Hours Accounting	Marketing
Introductory course	50	50
Organization and administration	20	20
Managerial economic analysis	52	52
Accounting, financing and taxes	84	10
The market and its problems		
1. Marketing (survey course)	10	
2. Special course I, marketing		58
3. Special course II, marketing		26
Company information systems and office administration	24	24
General socioeconomic problems	10	10

The survey course in marketing examines the structure and function of marketing in society and the individual company's problems related to the marketing of its products.

Special course I in marketing includes:

a.	the marketing structure and the economic development	10 hours
b.	company market problems	28 hours
c.	company sales organization	20 hours

Special course II in marketing includes:

a.	market analysis	10 hours
b.	advertising and advertising economy	10 hours
c.	export sales	6 hours

TBV's higher courses in marketing have been in operation for about three years and have been attended by several hundred people. At present, educational instruction is given in only two places (Malmö and Motala), with altogether about 50 participants. It is estimated that considerable program expansion will take place in the next few years.

University Courses in Business Administration

These courses are held in a number of cities: at present, Stockholm, Malmö, Norrköping, and at TBV's Training Institute, with number of participants between 20 and 40 in each city. Participants hold a certificate in business economics--for example, from TBV's one credit course--or have practical experience in marketing and related problems.

Courses, which were begun in 1964, are identical to those of the basic business course of the Universities of Stockholm and Lund, and the Stockholm School of Economics. The lectures treat marketing structure and organization, forms of competition, competitive legislation, sales organization, advertising and sales promotion procedures, and market research. Instruction consists of both a series of lectures (30 hours) and group exercises (10 hours).

Marketing is also treated in the survey course in business economics, which is given in various places in Sweden.

Other Business Course Activities

In 1965 TBV set up a one-year sales course totaling 150 hours of evening instruction. The course treats the following subjects in the form of lectures and study visits: Swedish language, sociology, psychology, law, marketing economics, and selling.

TBV also arranges a two-year evening course in advertising. This course is directed mainly toward advertising agency personnel and sales people.

The Swedish Office Employees' Association (Svenska Kontoristföreningen)

This association arranges a higher course in business administration consisting of four hours a week for two years, totaling 260 hours; the marketing part totals 24 hours. Initiated in 1944, the course presently has about 80 participants. Though very similar to TBV's higher business economics' course, it is not divided into two areas.

Trade Associations

Various trade associations give courses each year within the area of marketing. A regular study course is run by the Federation of Swedish Wholesalers and Importers; the Stockholm Sales and Advertising Association; and the S-group, a body comprised of Swedish sales and marketing executives.

The Wholesale Federation's courses are mainly directed toward sales personnel, and a number of these have been held once a year since 1953. Courses of the Stockholm Sales and Advertising Association, as well as the S-group, have greatly increased during the last two years; and expansion is still continuing.

In the following table are listed only those courses which comprise more than 20 hours' instruction and do not include subjects such as advertising techniques, etc.

TABLE 6

MARKETING COURSES OFFERED BY TRADE ASSOCIATIONS

Organization	Title of course and main contents	Hours per week	Total Hours	Type of Participant	The average no. of participants 1960 or no. of participants 1964
The Swedish Federation of Wholesalers and Importers	Basic course for sales staff, Stockholm	6	67	Salesmen,order clerks and office staff	30
	Basic course for sales staff, Gothenburg	3	64		30
	Basic course for sales staff, Malmö	6	63		30
	Course in Marketing (residence)		23		15
	Advanced course for sales staff, Stockholm	3	36	Sales managers, salesmen who have participated in the basic course	
	Advanced course for sales staff, Gothenburg	3	24		1964 29
	Course in business economics, Malmö, (Only partly marketing)	3	33		" 20
	Resident course for salesmen		23	Salesmen, order clerks and office staff	" 13
The Stockholm Sales and Advertising Association	Basic course in advertising	2.5	25	Adver. men, businessmen in the beginning of their career	1964 max. 35
	Campaign techniques	2	12		" " 35
	Basic course in marketing	3	18		" " 18
	Marketing course for product managers	2 hrs. a wk. in 5 wks. & 2 days resident course		Product Mgrs.	" " 25

TABLE 6 (CONTINUED)

MARKETING COURSES OFFERED BY TRADE ASSOCIATIONS

Organization	Title of course and main contents	Hours per week	Total Hours	Type of Participant	The average no. of participants 1960 or no. of participants 1964
S-group	Advanced one-year evening course in marketing	4.5		Minimum exam. from a higher commercial school	about 30
	Business management and marketing	4 days resident course			15-20

Private Institutes

Regular courses in marketing are also arranged by some private institutes. Those listed in Table 7 are included in a description of marketing courses published by the S-group. Excluded from the list are those of less than 20 hours' duration, or courses that concern advertising techniques, etc. For entrance to courses, no particular previous education is required, but practical experience is generally expected.

Correspondence Courses

As Sweden has a higher percentage of correspondence course students than any other country, it thus follows that this form of education offers many courses in marketing. Participants are a heterogeneous group and represent different professions and educational backgrounds.

Table 8 gives the two most important correspondence schools in Sweden, with their 1964 marketing programs. But since correspondence courses are being constantly revised with old ones being discarded and replaced by new, the material in the table should not be considered as representative of future course content. Its character is different from regularly repeated courses, such as university courses and high-level courses in advertising.

TABLE 7

MARKETING COURSES OFFERED BY PRIVATE INSTITUTIONS

Institution	Title of course and main contents	Number of Partic- ipants	Length of course (weeks and hours per week).	Regularity of course	Anticipated changes in the courses 1965 and 1966
The Mercuri Institute	Active sales management a. Personnel management, and salesmen. b. Communications and active sales management c. Selection and training of salesmen	35	3 x 2 days 7 hours per day	Twice a year	
	Sell more, to more a. Effective performance technique b. Negotiating with customers	50	2 x 3 days 7 hours per day	Twice a year	About the same courses in 1965
	Effective sales administration a. Information of a sales program b. Organization of sales activities c. Planning and control of salesmen's work	35	3 x 2 days 7 hours per day		

TABLE 7 (CONTINUED)

MARKETING COURSES OFFERED BY PRIVATE INSTITUTIONS

Institutions	Title of course and main contents	Number of Partic-ipants	Length of courses (weeks and hours per week).	Regularity of course	Anticipated changes in the courses 1965 and 1966
Sales Consultant Börje Lindberg AB	Sell effectively to industry	80	3 days 7 hrs*	Once a year	Replaced by industry directed courses
	Sell effectively to the building industry	210	3 days 7 hrs*	"	2 courses per year
	Effective sales management	77	3 days 7 hrs*	"	2 " " "
	Effective industrial selling	104	3 days 7 hrs*	"	2 " " "
	Sell effectively	75	3 days 7 hrs*	"	Replaced by industry directed courses
	Effective industrial selling in the machine and engineering industry	150	3 days 7 hrs*	"	Unchanged
The School of Export Sales	Export knowledge	maximum/ 45	5 days 8 hrs*	Twice a year	About the same
Pahlman Brothers' Commercial Institute	TACK, sales training	30	½ week 24 hours	12 times a year	

* Per day

TABLE 8

MARKETING COURSES IN CORRESPONDENCE SCHOOLS

Correspondence		Title of Course	Number of letters x)	Changes in courses and number of participants
Hermods, Malmö	a.	Higher business economics course (mainly directed towards marketing)	180	
	b.	Marketing	8	
	c.	Marketing techniques	6	
	d.	Successful selling	5	
	e.	Industrial selling	7	
	f.	Market research	5	The last few years are characterized by a very large expansion, not only in the number of courses but also in the number of participants.
	g.	Practical marketing	7	
NKI, Stockholm	a.	Higher Business economics course (directed towards marketing	180	
	b.	Professional economics course--sales engineer line	200	
	c.	Advertising agencies and their activities	2	
	d.	Store advertising	4	
	e.	Marketing	8	
	f.	Export and import techniques	6	
	g.	Salesmen's working methods	6	
	h.	Selling and advertising	5	
	i.	Advertising media	6	
	j.	Advertising media	6	

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x) One letter is the equivalent of 5-10 hours work.

D. CONCLUSIONS

1. In the postwar period the Swedish educational system and, in particular, the study of marketing has enjoyed considerable growth and expansion, as evidenced from the following:

    a. Increased numbers of students take the studentexamen.

    b. At the same level as the studentexamen, a number of practically oriented educational lines have been added, with one specifically oriented towards marketing.

    c. Increased numbers of students have been admitted to universities to meet increasing demands of industry and administration for theoretically educated people.

    d. Independent educational organizations have sprung up to provide more theoretical background to persons already in industry.

2. a. Education in marketing at the university level exhibits increased use of the case method, as well as certain emphasis on the use of quantitative methods.

    b. More attention is given to research in marketing parallel with the regular teaching. The main focus is on the use of psychological methods and mathematical techniques.

3. The independent educational organizations have served as a bridge between university schools and industry by bringing latest developments of university research and education to business people. At the same time, the universities and business schools have gained from these organizations through exchange of knowledge and experience. Many of the courses offered by independent organizations are of a practical orientation which is generally not the case in schools of higher education.

XVI. FOOTNOTES

1. This chapter was prepared by Dr. Curt Kihlstedt and Mr. Olof Arwidi, University of Lund, Lund, Sweden.
2. Administratively integrated with the University of Gothenburg.

XVII. SWITZERLAND[1]

A. GENERAL EDUCATION SYSTEM

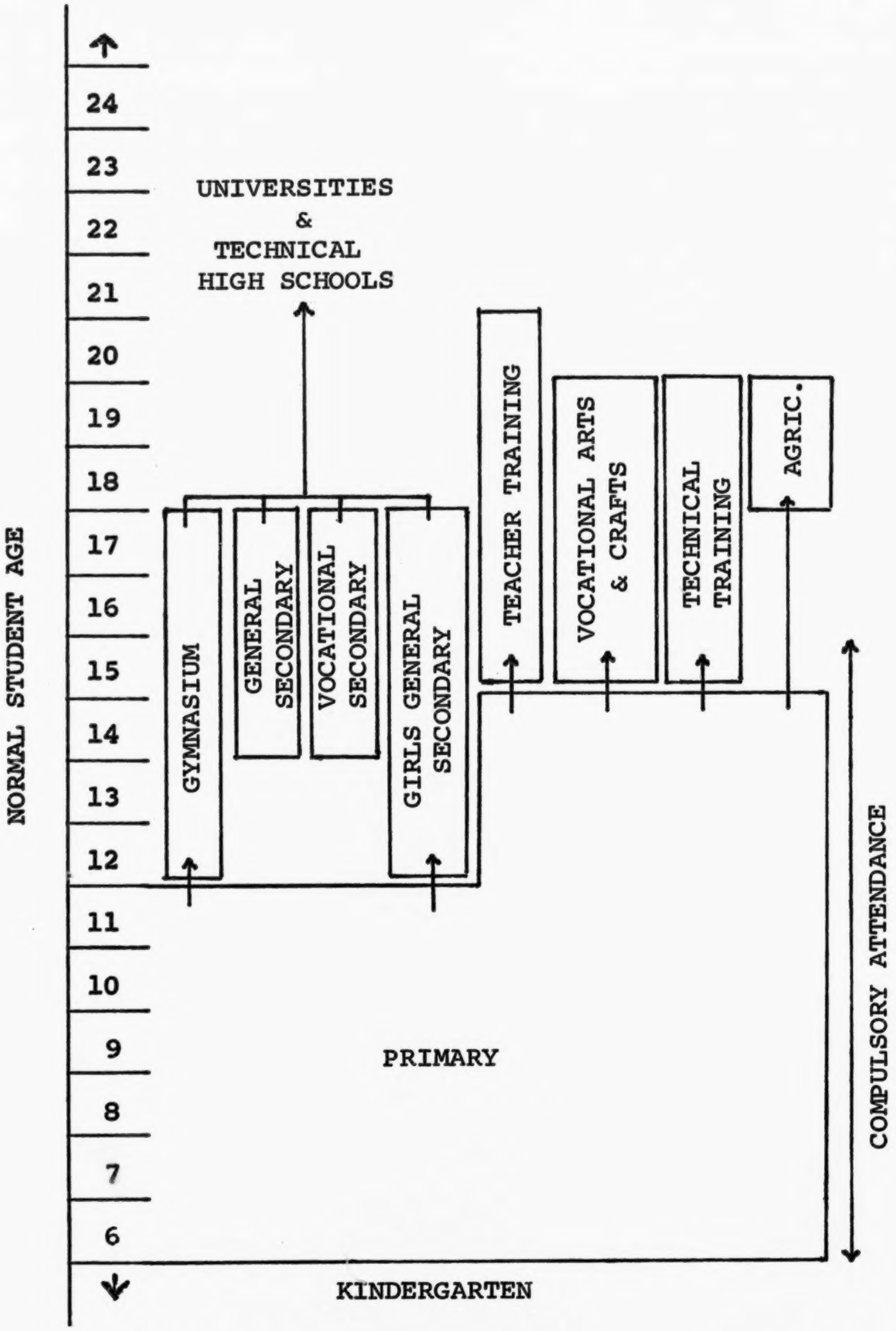
Primary and Secondary Schools

There is no national system of education in Switzerland, and each of the 25 cantons administers its own primary and secondary schooling. Considerable diversity exists between the system in each canton, which tends to be influenced by its linguistic tradition. Compulsory education begins at six or seven and lasts for seven to nine years.

In the German-speaking cantons, after six years of elementary education a student enters either a three-year secondary school or a *Gymnasium*. This latter school offers six and a half years' instruction and terminates with a *maturité* (*Matura*) examination, equivalent of the American high school diploma. (See p. 434 for chart of education.) As in Germany, there are three types of *Gymnasien*, each specializing in either classical languages, modern languages, or mathematics and science. In both the French- and Italian-speaking cantons, the pattern is basically similar; but after five to seven years of primary education, the pupil either takes two to four years of terminal education, or enters an academic school for another five to seven years. Uniformity between these systems is afforded by the aforementioned *maturité* examination. There are three types of *maturité* exams, each corresponding to one of the three types of

TABLE 1

SWITZERLAND


NORMAL STUDENT AGE
24
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6
UNIVERSITIES & TECHNICAL HIGH SCHOOLS
GYMNASIUM
GENERAL SECONDARY
VOCATIONAL SECONDARY
GIRLS GENERAL SECONDARY
TEACHER TRAINING
VOCATIONAL ARTS & CRAFTS
TECHNICAL TRAINING
AGRIC.
PRIMARY
KINDERGARTEN
COMPULSORY ATTENDANCE

Gymnasien: 1) literary with Latin and Greek, 2) literary with modern languages, and 3) scientific. Passing this examination automatically qualifies a student for higher education.

Higher Education

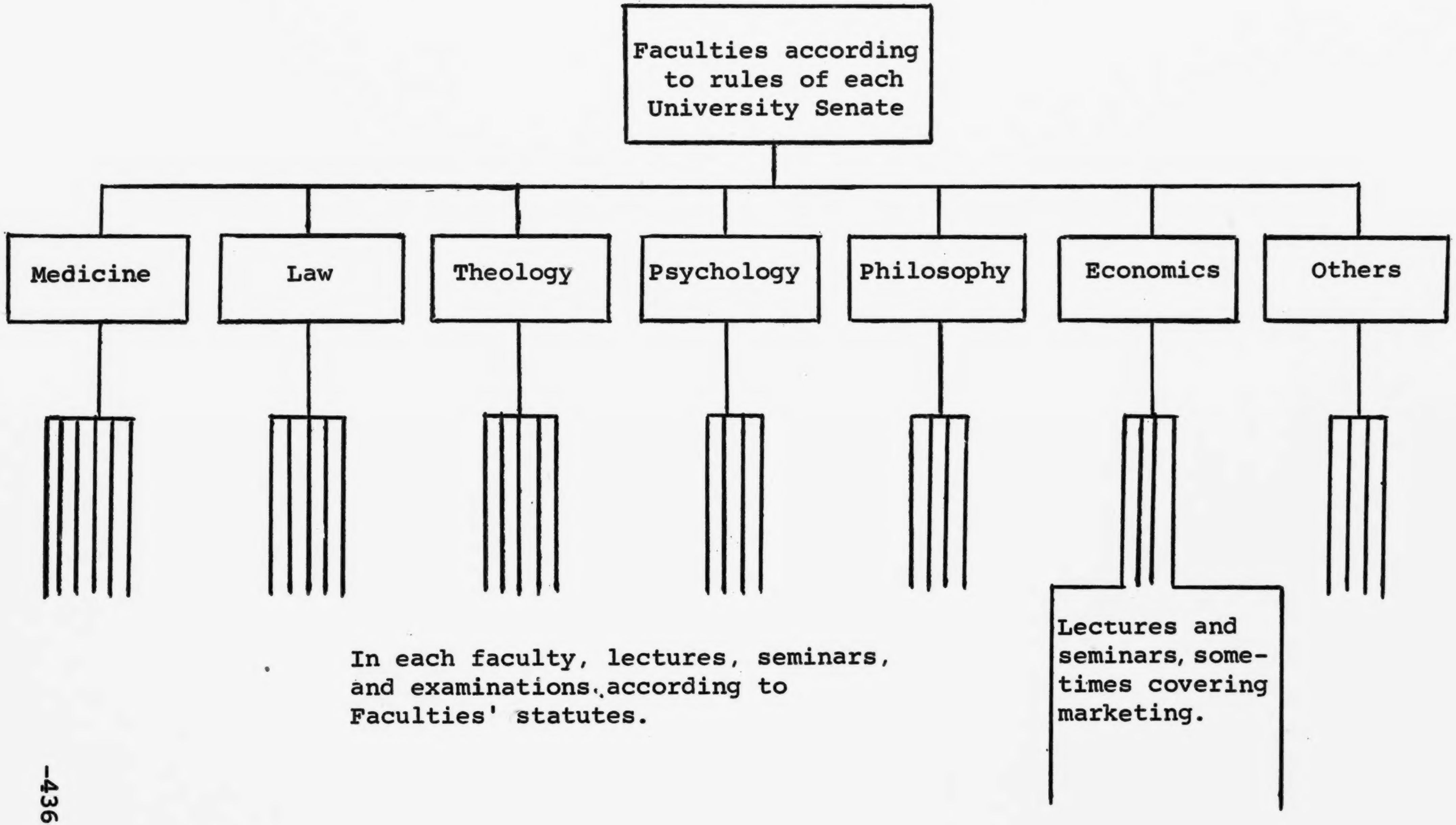
There are seven universities in Switzerland (see Table 2 for organization)--one in each canton--as well as the Institute of Technology at Zurich and the School of Business and Economics at St. Gall. Universities are financed primarily by the cantons, with supplemental subsidies from the federal government. The Federal Institute of Technology is financed entirely by the federal government.

Admission to a university is dependent on the Matura (maturité) or an equivalent Swiss or foreign certificate. Such certificates may be obtained through supplementary examinations at most Swiss universities. In all universities (excepting Basle which confers doctorates only) both a licence (first degree) and doctorate may be obtained. The licence requires three to five years of study, and the doctorate, an additional one to two years to prepare an advanced thesis.

The number of students in Swiss universities rose from 15,650 in 1952-53 to 25,650 in 1962-63.[2] In 1958-59, five percent of the age group was entering higher education. There is a high proportion of foreign students, ranging between 55 percent at Geneva to 12 percent at Berne. As in other continental countries, there is a high wastage rate: about 30 percent of students fail their final examinations.[3] Nonetheless,

TABLE 2

STRUCTURE OF A SWISS UNIVERSITY


Faculties according to rules of each University Senate
Medicine
Law
Theology
Psychology
Philosophy
Economics
Others

In each faculty, lectures, seminars, and examinations according to Faculties' statutes.

Lectures and seminars, sometimes covering marketing.

certificates of attendance are granted which may be adequate to secure employment in professions lacking sufficiently qualified persons (e.g., engineering).

B. MARKETING EDUCATION

Universities

As in other European countries, especially Germany, marketing education at the university level in Switzerland has been, and still is, confined to economics faculties. (For those universities offering marketing education, see Table 3.) Marketing is also taught, to some extent, at the Federal Institute of Technology. The only formal business school, however, is the St. Gall School of Business and Economics.

To be admitted to either the faculty of economics of a Swiss university or to the St. Gall School of Business and Economics, a student would first attend one of the following two schools:

> Commercial School
>
> This is a day school with a full-time program of approximately 35 lecture hours per week. Students enter the school at the average age of fifteen and receive their Handels Diploma (Commerce Diploma) after three years. With this diploma, many students finish their studies and enter practical business. At the public commercial schools, a student can continue his studies another year to obtain his Handelsmatura--a certificate permitting entrance into a Swiss university. Most private commercial schools end their courses with the commerce diploma, but a few organize supplementary Matura courses.

TABLE 3

ENROLLMENT IN UNIVERSITY MARKETING COURSES

St. Gall School of Business & Economics

Courses	Hours per Week	Length of Course Total Hours per Semester	Comments
Principles of Marketing	1	15	c
Advertising	1	15	c
Distribution	1	15	c
Advertising Technique	1	15	oM
Market Research	2	30	oM
Export Management	1	15	oM
Seminar in Advertising	1	15	oM
Marketing Policy & Techniques	1	15	oM
Public Relations	1	15	oM
Seminar in Marketing	2	30	oM
Seminar in Export Management	1	15	oM

Key: c = compulsory
o = optional
M = required for the Marketing option

Average Attendance: 1962-63 approx. 210
1965-66 approx. 350

TABLE 3 (CONTINUED)

ENROLLMENT IN UNIVERSITY MARKETING COURSES

University of Basle

Courses	Hours per Week	Length of Course	Number of Students Winter 1962-63		Comments
			Male	Female	
Sampling Procedures	1	18 wks.	110	10	
Econometrics Practical Exercises	2	18	25	5	Consumer Conditions
Population Statistics	2	18	90	10	
Statistical Exercises	2	18	90	10	
Marketing Pro. Seminar	2	18	30	10	
Tasks and Methods in Marketing Research	1	17	40	8	
Introduction to Econometrics	2	17	70	10	
Exercises in Game Theory	2	17	35	3	

TABLE 3 (CONTINUED)

ENROLLMENT IN UNIVERSITY MARKETING COURSES

University of Berne

Courses	Hours per Week	Length of Course	Number of Students Male	Female	Comments
Winter 1959-60					
Export--Practice & Theory	2	17	19		
Mass Group Psychology & Management Problems	1	17	19		
Business Exercises	2	17			Sales Management Pricing and Price Policies, Mktg. Elements
Winter 1962-63					
Marketing I	3	17	133	6	
Forecasting & Planning by Management	2	17	100	4	
Population Survey Methods (Exercises)	2	17	25	5	
Sampling Procedures	1	17	46	6	

TABLE 3 (CONTINUED)

ENROLLMENT IN UNIVERSITY MARKETING COURSES

University of Berne (Continued)

Courses	Hours per Week	Length of Course	Number of Students Male	Female	Comments
Winter 1962-63					
Business Exercises	2	17	131	7	Purchasing, Pricing and Price Policies, Principles of Mktg. Adv.
Seminar for final exam	1	17	20	1	Mktg. Org., Forecasting
Winter 1965-66					
Marketing I	3	17	170	20	
Decision Theory	1	17	170	20	
Purchasing and Inventory	1	17	170	20	
Forecasting	2	17	120	10	
Management Policy	1	17	70	5	
Export	2	17	40	5	
Intro. to Methods of Empirical Social Research	2	17	90	10	
Sampling Theory	1	17	60	10	
Business Exercises	2	17	170	20	

TABLE 3 (CONTINUED)

ENROLLMENT IN UNIVERSITY MARKETING COURSES

Courses	Hours per Week	Length of Course	Number of Students		Comments
			Male	Female	
University of Geneva					
Winter 1962-63					
Principles of Marketing, Mktg. Elements, Mktg. Research, Mkt. Analysis	3	12	80-100		
University of Lausanne					
Winter 1962-63					
Business Admin.	6	16	180		
Sales Technique and Psychology	1	29			
Advertising Market Research (seminar)	Projected				
University of Neuchatel					
Sales Promotion and Merchandising	2	12			

Business School

These schools are semiprivate institutions run by trade associations with financial support from the government. Courses last two years with 20 to 25 lectures per week. Subjects treated are accounting, economic geography, export, import, etc. Every apprentice in the commercial field must attend one of these schools one full day and certain evenings per week.

St. Gall School of Business and Economics (see Table 3)

With the exception of the two international institutions IMEDE and CEI (see below), the St. Gall School is the only Swiss institution at university level which includes marketing as a substantial part of its study program. As evidence of the recency of this discipline, marketing did not enter the curriculum of the St. Gall School until 1932 though this body was founded as early as 1898. Further, it was not until the fifties that this field really achieved any academic significance.

The annual study program at St. Gall is divided into two semesters, each of 16 weeks, with approximately 30 lectures (seminars) given per week. For the individual specializations (see Table 3), particular sequences with respect to courses and lectures are requested. Every student is also expected to complete a training period in a business or industrial firm, or in public administration before or during studies.

The study sequence consists of:

Four semesters of introduction and basic studies in economics, business administration, law, foreign languages, and technology. Fundamentals of marketing is included in lectures under business administration and economics.

> Three semesters of specialization within any of the following areas: industrial production, accounting and financial affairs, management organization, personnel policy, marketing, operations research with econometrics, and marketing geography with sociology.
>
> After seven semesters (3½ academic years), students take an examination for the last academic degree (lic. oec.--licentiatus oeconomiae). A thesis on a special subject (about 50 pages) within the chosen area of specialization is requested prior to graduation.
>
> Students with a certain minimum of points in the lic. oec. exam may attend a doctoral seminar for another two semesters. The doctor's degree is awarded to students having passed the doctoral examination and having completed a doctoral thesis (200 pages).

Courses offered, enrollment, etc., are also shown in Table 3.

Teaching methods at St. Gall are presently undergoing revision, with the lecture system gradually being replaced by seminars. In the main marketing courses, such as Principles of Marketing and Advertising, textbooks are in mimeographed form and serve as a basis for explanation and discussions during seminars. Approximately half the time is devoted to case studies. In addition to the courses in the appendix, some "public lectures" on selected current marketing problems are held from time to time. The audience at these lectures is made up both of students and businessmen, usually numbering about 300 persons.

International Institutions

In addition to those universities offering management and marketing education on a domestic level, Switzerland has a few postgraduate schools providing advanced business education to Swiss as well as foreign students. The two most prominent of these are IMEDE (Institut pour l'Etude des Méthodes de Direction de l'Entreprise) in cooperation with the University of Lausanne, and CEI (Centre d'Etudes Industrielles) which is affiliated with the University of Geneva.

IMEDE

IMEDE was founded in 1957 as an international school of business administration for executives. Though affiliated with and under the partonage of the University of Lausanne, it has its own separate board of trustees, administrative officers, faculty, and buildings. The founder is the Nestlé Alimentana Co. (S. A.) which maintains an active interest in the school.

The school is open to businessmen and women who have reached positions of responsibility and have potential for upper management levels. They should also hold a degree from a recognized university, or an equivalent. Since IMEDE's founding, participants (whose average age is thirty five) have come from forty eight different countries and 120 organizations.

The program of study, which lasts nine months, covers the major areas of business administration, with emphasis on international and European problems. Topics covered are Management Control, Financial Management, Marketing Management, Human Problems of Business Enterprises, and International Business.

The Marketing Management course is designed to give participants a thorough comprehension of effective and profitable business management. Focus is on longer-term marketing strategy in the areas of: determination of markets in which to compete, product lines, pricing, channels of distribution, physical distribution, branding, and return on investment policies. On the basis of these elements, the course progresses to the building, implementation, and evaluation of short-term objectives. Attention is particularly drawn to maximum use of a firm's resources for more profitable sales. Throughout the course, emphasis is placed on the application of the "marketing mix" concept to different societies and economies. Special attention is also given to the development of marketing goals and means, use of various promotion tools and marketing organization.

The course in International Business stresses the development of skills necessary for adapting strategies and methods to new and varying conditions in different countries, notably in Europe and in developing areas.

Teaching methods used at IMEDE include lectures, cases, seminars, syndicates, discussion groups, special projects, and films, with some emphasis placed on the case method. Teaching and discussions are in English, the large majority of senior faculty being American.

A certificate is awarded for satisfactory completion of the study program. Participants holding a degree from a recognized university can take an examination for a diploma in Business Administration at the University of Lausanne, or work for a doctor's degree at this same university.

CEI

CEI is a postgraduate, international management development school for those aspiring to executive responsibility in industry. Though created in 1946 by Aluminum Ltd., it is an independent foundation and has established an official and formal connection with the University of Geneva.

Qualifications for admission are:

1. A university degree or its equivalent.
2. Previous experience in industry.
3. Age between twenty-seven and thirty
4. Good working knowledge of English and some knowledge of French.

The program of study lasts eleven months and is divided into three terms, of which three months are devoted entirely to field studies. The program comprises Business Policy, Economic Growth, Financial Analysis and Control, Financial Management, General Management, Human Behavior and the Enterprise, Industrial Development, International Trade, Marketing, Production Management, and Statistical Methods and their application to industry.

The objective of the Marketing course is to acquaint participants with management level attitudes and concepts in the area of product marketing. During the first term, basic marketing principles are reviewed. In the second term, stress is placed on industrial marketing with case studies on market research, product planning, channels of distribution, pricing, and sales promotion. Throughout the course, emphasis is given to the interrelationships of marketing functions with other branches of a firm.

As at IMEDE, English is the official language, although a few courses are given in French. But in contrast to IMEDE, most of the senior teaching staff is Swiss.

About 30 students attend each year; and, as of 1963-64, persons from 36 countries had participated.

Private Institutions

Marketing education is provided to a certain extent by private institutes. About two dozen of these offer, with varying degrees of regularity, educational programs or short seminar courses. Participants range from regular students to management executives seeking postgraduate education.

Observations

Judging from the statistics available on courses offered, students, etc., it is obvious that marketing education in Switzerland, at least as indicated by the domestically oriented institutions, is still in an infant stage. In no university or school is it recognized as a major discipline--it is either a part of economics or a subspecialization field as at St. Gall. Of the schools represented in the appendix, only two, Berne and St. Gall, appear to have a balanced, comprehensive marketing program.

As Switzerland is a small country, marketing must be identified with worldwide marketing. Furthermore, to gain ground in international trade is not only to the advantage of individual firms, but also to the entire nation. Therefore, it is somewhat surprising to note that the broader subject of international marketing is not part of any university's curriculum, even though export matters are included. Another striking observation is the apparent lack of courses with management orientation. However, this may be a typical characteristic of the initial phases in the development of a country's marketing education: the question more often posed is "how to" rather than "how to and why."

The statistics reveal little with regard to any trend in Swiss marketing education. Two factors, however, point toward an increase in future number of courses as well as toward a more balanced program. Both the University of Berne and the St. Gall School have shown considerable increase in enrollment. Also, the former indicated a gradual revision of its educational program during the same period.

Another influence that should advance Swiss marketing education comes from outside the academic world: because of the development of modern technical methods, increased standard of living, and growth of international trade, Switzerland, like many other countries, is becoming increasingly interested and occupied with marketing problems. Thus the demand for marketing executives must sooner or later be met by academic institutions. This does not mean, however, that all resistance (based on the belief that business skill connot be academically acquired) has yet been abandoned.

XVII. FOOTNOTES

1. Material for this chapter was prepared by Dr. H. Weinhold Stünzi, Institut Für Betriebswirtschaft, Handelshochschule St. Gallen, St. Gall, Switzerland.

2. Great Britain, Committee on Higher Education, Higher Education, (Appendix Five to the Report of the Committee appointed by the Prime Minister under the Chairmanship of Lord Robbins, 1961-63), Cmnd. 2154-V (London: Her Majesty's Stationery Office, 1964), p. 158.

3. Ibid., p. 160.

XVIII. UNITED ARAB REPUBLIC[1]

An article in the Journal of Marketing in 1961 stated: "Egyptian channels of distribution, with but few exceptions, are at about the same stage as were those of the United States in the early 1800's."[2] Efforts to modernize began with the 1952 Revolution, when an ambitious economic development and industrialization program was launched. Consequently, marketing education, as well as business education in general, has since attained a fairly distinguished position in today's higher education program in the UAR. The statistics in the appendix are of particular interest, as they demonstrate both the sizable present enrollment in marketing programs and the expected growth rate.

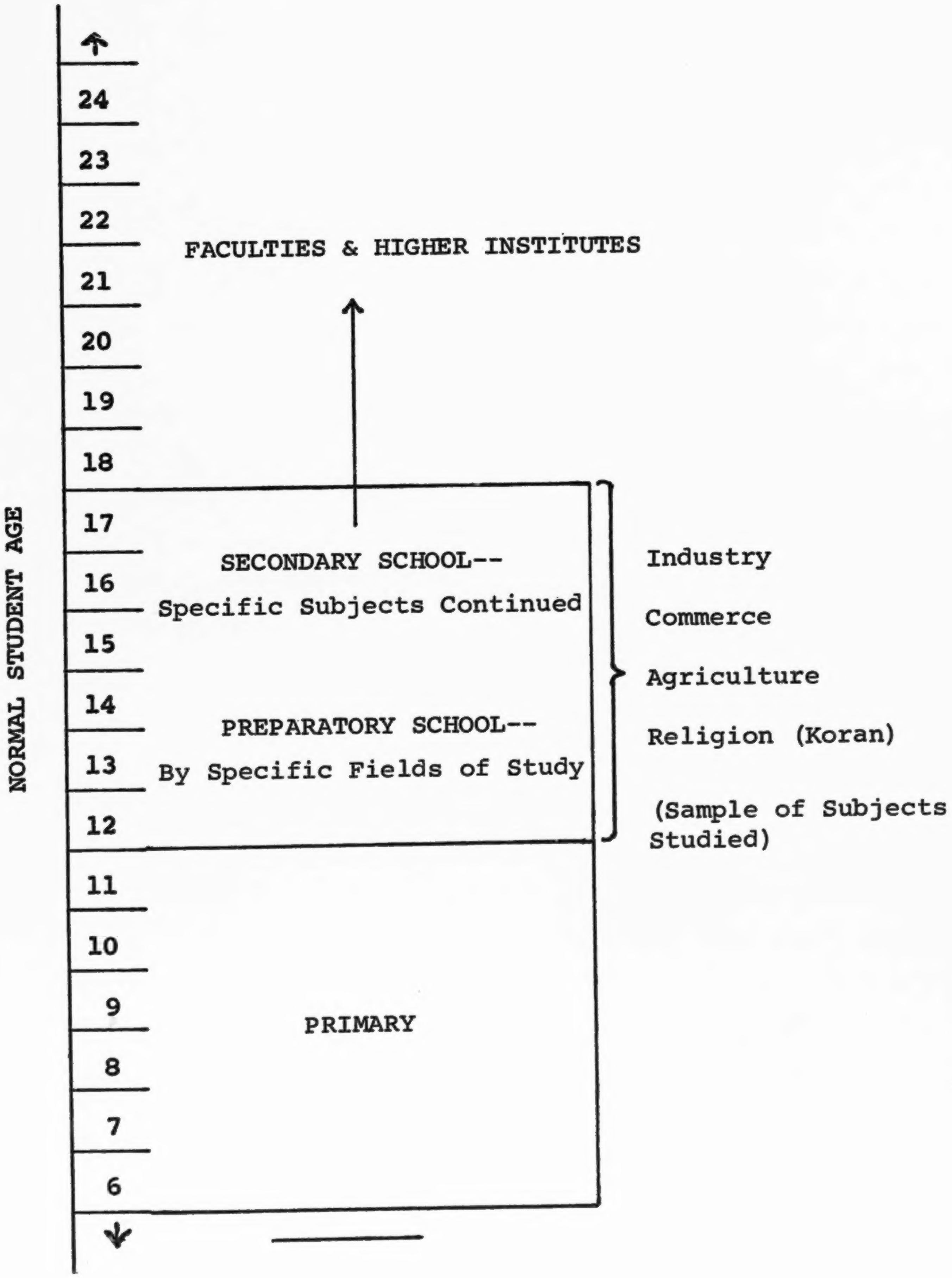
A. GENERAL EDUCATION SYSTEM

Primary education between ages six and twelve is compulsory and free in the UAR. However, certain space problems in schools have limited the possibilities of accepting all children; in 1960, the Minister of Education stated that one school had so far been able to provide places for only 77 percent of the children (compared with 40 percent in the prerevolution period).

Primary school curriculum is centrally prepared by the Ministry of Education and applied all over the country. Primary school pupils between ages ten and twelve may be admitted to free preparatory schools by passing a special entrance examination. Should a pupil fail, he may make another attempt at the end of any school year up until the age of thirteen. Since 1957, the preparatory school system has been an independent stage of three years' duration, and may be considered an orientation period between primary and secondary school. (See chart on p. 453 for educational system.) There are three types of preparatory schools: general, vocational (technical), and practical. Only the first type, which ends with a General Preparatory Certificate Examination, prepares students for further education.

The General Preparatory Certificate and the passing of a foreign language test permit entrance into one of the four types of three-year secondary schools: general, vocational (technical), domestic science, and primary teacher-training. The general secondary school leads to the university or an equivalent institution, while the vocational secondary school may be either terminal or lead the student to a higher institute or to the university. In 1959-60, certain industrial and commercial vocational subjects were introduced in the general secondary school system, and special commercial secondary schools have since been established. It is interesting to note that "demand for secondary commercial education assumed such proportions during the 1960-61 school year that all consolidation and growth classes were filled, and the Department (of Education) had to convert 46 preparatory commercial classes into 20 secondary and 12 higher classes conducting evening classes." [3]

UNITED ARAB REPUBLIC


NORMAL STUDENT AGE
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FACULTIES & HIGHER INSTITUTES
SECONDARY SCHOOL--
Specific Subjects Continued
PREPARATORY SCHOOL--
By Specific Fields of Study
PRIMARY
Industry
Commerce
Agriculture
Religion (Koran)
(Sample of Subjects Studied)

B. BUSINESS AND MARKETING EDUCATION

Universities

There are five universities in the UAR: Cairo University, Ain-Shams University, Alexandria University, Assiut University, and the Al Azhar University. All of these now have a Faculty of Commerce which offers a basic four-year course leading to a Bachelor of Commerce (B.Com.) degree (see appendix). At Cairo, Ain-Shams, and Alexandria, there is a Masters of Commerce (M.Com.) program consisting of two years of part-time studies and approximately two years' additional preparation for a master's thesis. Students having obtained the M.Com. degree may continue toward a Ph.D. degree. The first two universities offer another alternative after the B.Com. degree: a Higher Diploma in specific fields such as marketing, requiring two years of part-time studies. As on the lower levels, education at universities is free. No courses are elective and thus students enroll for the total program.

Institutes

The higher institutes, including a number of higher institutes of commerce, offer a three to five year program of study (see appendix). These are approximately equivalent to the universities, and a number offer a B.Com. degree. The marketing part of their program, however, is of a rather basic nature, with a strong leaning toward a limited functional approach. Demand for commercial education at the higher institutes of commerce is also expanding considerably.

Marketing at an advanced level is also taught at the National Institute of Management Development (NIMD), created in 1961. This institute has a marketing faculty of several teachers who hold Ph.D.'s in this field (usually from an American or British university). NIMD undertakes research in marketing and related management subjects (a number of research papers have been published) and offers courses in General Management lasting six to eight weeks. Teaching is usually in the form of case discussions supplemented by lecture discussions.

XVIII. FOOTNOTES

1. Statistical material for this chapter was collected by Dr. Mostafa Zoheir, Ain-Shams University, Cairo, UAR.

2. Sherbini, Boyd, and Sherif, "Channels of Distribution for Consumer Goods in Egypt," Journal of Marketing, October, 1961, pp. 26-31.

3. UAR Central Ministry of Education, Report on Development of Education in the UAR during the year 1960-61.

APPENDIX

MARKETING COURSES AND ENROLLMENT

A. Ain Shams University--Faculty of Commerce

1. Bachelor of Commerce

   a. Marketing--(2nd year, 32 weeks, 2 hours/week). Number of students increased from 1,197 (1958-59) to 2,303 (1963-64). Annual increase of 10 percent expected.

   b. Management of Procurement and Warehousing--(3rd year, 32 weeks, 2 hours/week). Number of students increased from 1,220 (1959-60) to 1,472 (1963-64). Annual increase of 10 percent expected.

   c. Marketing and Advertising Research--(4th year, 32 weeks, 4 hours/week). Number of students decreased from 828 (1958-59) to 189 (1963-64). Annual increase of over 10 percent expected. Note: This course used to be offered to all students in the fourth year. When study in fourth year was divided into two divisions (Accounting and Business Administration), the course was offered only in the latter division.

   d. Public Relations--(4th year, 32 weeks, 2 hours/week). Number of students decreased from 222 (1959-60) to 161 (1963-64). Annual increase of over 10 percent expected.

2. Master of Commerce--(Major: Marketing)

   a. Problems in Marketing--(1st year, 32 weeks, 2 hours/week). Number of students increased from 5 (1961-62) to 20 (1963-64). Annual increase of under 10 percent expected.

   b. Advertising Campaigns--(1st year, 32 weeks, 2 hours/week). Number of students increased from 5 (1961-62) to 20 (1963-64). Annual increase of under 10 percent expected.

   c. Import and Export Trade--(1st year, 32 weeks, 2 hours/week). Number of students increased from 5 (1961-62) to 20 (1963-64). Annual increase of under 10 percent expected.

d. **Sales Policies**--(2nd year, 32 weeks, 2 hours/week)--Number of students increased from 2 (1962-63) to 8 (1963-64). Annual increase of under 10 percent expected.

e. **Procurement Problems**--(2nd year, 32 weeks, 2 hours/week). Number of students increased from 2 (1962-63) to 8 (1963-64). Annual increase of under 10 percent expected.

f. **Marketing Cost Analysis**--(2nd year, 32 weeks, 2 hours/week). Number of students increased from 2 (1962-63) to 8 (1963-64). Annual increase of under 10 percent expected.

3. **Master of Commerce**--(Major: Production Management)

a. **Procurement Problems**--(2nd year, 32 weeks, 2 hours/week). Number of students increased from 5 (1959-60) to 7 (1963-64). Annual increase of 5 percent expected.

4. **Diploma in Industrial Management**

a. **Industrial Marketing**--(1st year, 32 weeks, 2 hours/week). Number of students increased from 30 (1959-60) to 81 (1963-64). Annual increase of under 5 percent expected.

5. **Diploma in Cost Accounting**

a. **Production and Marketing Problems**--(2nd year, 32 weeks, 2 hours/week). Number of students increased from 4 (1960-61) to 20 (1963-64). Annual increase of 10 percent expected.

B. **Cairo University**--Faculty of Commerce

1. **Bachelor of Commerce**

a. **Marketing and Sales Management**--(2nd year, 32 weeks, 4 hours/week). Number of students increased from 1,959 (1958-59) to 2,005 (1963-64). Annual increase of 10 percent expected.

b. **Management of Procurement and Warehousing**--(3rd year, 32 weeks, 2 hours/week). Number of students increased from 320 (1958-59) to 1,497 (1963-64). Annual increase of 10 percent is expected.

Note: Course was first offered only to students with major in Business Administration. Now, course is offered to all students.

c. Marketing Research and Advertising--(4th year, 32 weeks, 4 hours/week). Number of students increased from 81 (1958-59) to 489 (1963-64). Annual increase of 10 percent is expected.

Note: This course is offered by the Business Administration Division.

2. Master of Commerce

a. Problems in Marketing--(1st year, 32 weeks, 2 hours/week). Number of students increased from 7 (1958-59) to 45 (1963-64). Annual increase of under 10 percent expected.

b. Problems in Public Relations--(2nd year, 32 weeks, 2 hours/week). Number of students increased from 7 (1958-59) to 10 (1963-64). Annual increase of under 10 percent expected.

3. Diploma in Marketing

a. Commodity Marketing--(1st year, 32 weeks, 3 hours/week). Number of students increased from 75 (1961-62) to 156 (1963-64). Annual increase of under 5 percent expected.

b. Sales Policies--(1st year, 32 weeks, 3 hours/week). Number of students increased from 75 (1961-62) to 156 (1963-64). Annual increase of under 5 percent expected.

c. Management of Marketing Institutions--(1st year, 32 weeks, 3 hours/week). Number of students increased from 75 (1961-62) to 156 (1963-64). Annual increase of under 5 percent expected.

d. Cases in Marketing--(1st year, 32 weeks, 2 hours/week). Number of students increased from 75 (1961-62) to 156 (1963-64). Annual increase of under 5 percent expected.

e. Sales Control--(2nd year, 32 weeks, 3 hours/week). Number of students increased from 44 (1962-63) to 63 (1963-64). Annual increase of 5 percent expected.

f. Advertising--(2nd year, 32 weeks, 3 hours/week). Number of students increased from 44 (1962-63) to 63 (1963-64). Annual increase of 5 percent expected.

g. Problems in Procurement and Warehousing--(2nd year, 32 weeks, 3 hours/week). Number of students increased from 44 (1962-63) to 63 (1963-64). Annual increase of 5 percent expected.

h. Problems in Marketing Research--(2nd year, 32 weeks, 3 hours/week). Number of students increased from 44 (1962-63) to 63 (1963-64). Annual increase of 5 percent expected.

i. Cases in Marketing--(2nd year, 32 weeks, 2 hours/week). Number of students increased from 44 (1962-63) to 63 (1963-64). Annual increase of 5 percent expected.

C. Alexandria University--Faculty of Commerce

Note: Marketing courses started in 1959-60 and were considerably modified in 1964-65.

1. Bachelor of Commerce

a. Marketing and Sales Management--(2nd year, 32 weeks, 3 hours/week). Number of students in 1964-65 was 2,143, and an annual increase of 10 percent is expected.

b. Management of Procurement and Warehousing--(3rd year, 32 weeks, 2 hours/week). Number of students in 1964-65 was 1,260, and an annual increase of 10 percent is expected.

c. Marketing Research and Advertising--(4th year, 32 weeks, 2 hours/week). Number of students in 1964-65 was 143, and an annual increase of over 10 percent is expected.

2. Master of Commerce

a. Seminar in Marketing--(1st year, 32 weeks, 2 hours/week). Number of students in 1964-65 was 25, and an annual increase of 5 percent is expected.

D. Assiut University--Faculty of Commerce (Established 1963-64)

1. Bachelor of Commerce

   a. Marketing and Sales Management--(2nd year, 32 weeks, 3 hours/week). Number of students in 1964-65 was 260. Annual increase of 40 percent expected.

   b. Management of Procurement and Warehousing--(3rd year, 32 weeks, 2 hours/week). Course initiated in 1965-66. Annual increase of 40 percent expected.

   c. Marketing and Advertising Research--(4th year, 32 weeks, 3 hours/week). Course initiated in 1966-67. Annual increase of 40 percent expected.

   Note: Course offered in Business Administration Division.

E. Al Azhar University--Faculty of Commerce (Established 1961-62)

1. Bachelor of Commerce

   a. Marketing, Selling, and Advertising--(2nd year, 32 weeks, 5 hours/week). Number of students in 1963-64 was 156. Annual increase of 25 percent expected.

F. Ain Shams University--Girls College

1. Bachelor of Home Economics

   a. Economics of Consumption--(4th year, 16 weeks, 3 hours/week). Number of students in 1958-59 and 1963-64 was approximately 15. Annual increase of 5 percent expected.

G. Faculties of Agriculture offer courses in Agricultural Marketing.

H. High Institute of Commerce at Tanta

1. Bachelor of Commerce

a. Salesmanship of Advertising--(4th year, General Division, 32 weeks, 2 hours/week). Number of students increased from 19 (1960-61) to 139 (1963-64). Annual increase of over 10 percent expected.

I. High Institute of Commerce at Zagazig

1. Bachelor of Commerce

a. Salesmanship of Advertising--(4th year, General Division, 32 weeks, 2 hours/week). Number of students increased from 15 (1960-61) to 70 (1963-64). Annual increase of 10 percent expected.

J. High Institute of Commerce at Assiut

1. Bachelor of Commerce

a. Salesmanship of Advertising--(4th year, General Division, 32 weeks, 2 hours/week). Number of students increased from 11 (1960-61) to 60 (1963-64). Annual increase of over 15 percent expected.

K. High Institute of Commerce at Port Said

1. Bachelor of Commerce

a. Salesmanship of Advertising--(4th year, General Division, 32 weeks, 2 hours/week). Number of students increased from 27 (1961-62) to 93 (1963-64). Annual increase of 30 percent expected.

L. High Institute of Commerce at Mansora

1. Bachelor of Commerce

a. Salesmanship of Advertising--(4th year, General Division, 32 weeks, 2 hours/week). Number of students increased from 16 (1961-62) to 73 (1963-64). Annual increase of 20 percent expected.

M. High Polytechnical Institute, Cairo

1. Bachelor--Major: Commerce

   a. Marketing--(3rd year, 32 weeks, 4 hours/week). Number of students in 1963-64 was 21. Annual increase of 50 percent expected.

   b. Management of Procurement and Warehousing--(3rd year, 32 weeks, 3 hours/week). Number of students in 1963-64 was 21. Annual increase of 50 percent expected.

N. High Institute of Finance and Commerce, Cairo

1. Bachelor of Commerce

   a. Marketing--(2nd year, 32 weeks, 2 hours/week). Number of students increased from 250 (1961-62) to 546 (1963-64). Annual increase of 10 percent expected.

   b. Management of Procurement and Warehousing--(2nd year, 32 weeks, 2 hours/week). Number of students increased from 250 (1961-62) to 496 (1963-64). Annual increase of 10 percent expected.

   c. Sales Management and Public Relations--(3rd year, 32 weeks, 3 hours/week). Number of students increased from 162 (1962-63) to 251 (1963-64). Annual increase of 10 percent expected.

   d. Marketing and Advertising Research--(4th year, 32 weeks, 2 hours/week). Number of students in 1963-64 was 123. Annual increase of 10 percent expected.

Note: The high institutes are under the Ministry of Education and are at university level.

XIX. UNITED KINGDOM[1]

A. GENERAL EDUCATION SYSTEM

Primary and Secondary Schools

Compulsory schooling begins at age five and continues to age fifteen. Primary education is given between ages five and eleven in England, Wales, and Northern Ireland, and five and twelve in Scotland.

At the end of this period in England and Wales each local education authority determines, after considering the child's ability and usually after the results of objective tests commonly known as "eleven-plus," which of the three types of secondary schools the pupil will attend: 1) secondary modern schools providing practical education, usually not beyond the age of fifteen (sixteen in Scotland); 2) secondary technical schools providing general courses (five years) related to industry and commerce; or 3) grammar schools offering up to seven years of schooling, designed to lead to university study (Northern Ireland's and Scotland's system are basically the same with some variation in school title, length of courses, and curricula).

In this connection, mention should also be made of "public schools" and preparatory (i.e., private schools at the secondary and primary levels, respectively) or "direct grant schools" (between the state and the private system). These schools may not be important numerically, but they are of immense importance in the early training of managers.

Although arrangements can be made through local authorities to transfer a pupil from one type of secondary school or course to another if desirable for education reasons, this system of allocation of students to different schools, as well as the selection methods used, have been the subject of much public discussion and criticism. Attempts, however, are being made to abolish the "eleven-plus" tests, hopefully to be supplanted by placement through school records, teachers' reports, and consultation with parents.

The secondary modern schools (practical) receive the majority (75 percent) of eleven-year olds, and the secondary technical schools take another five percent. The grammar schools represent the balance, 20 percent, and prepare students for the General Certificate of Education (G.C.E.) examination, which is designed to lead to university study.

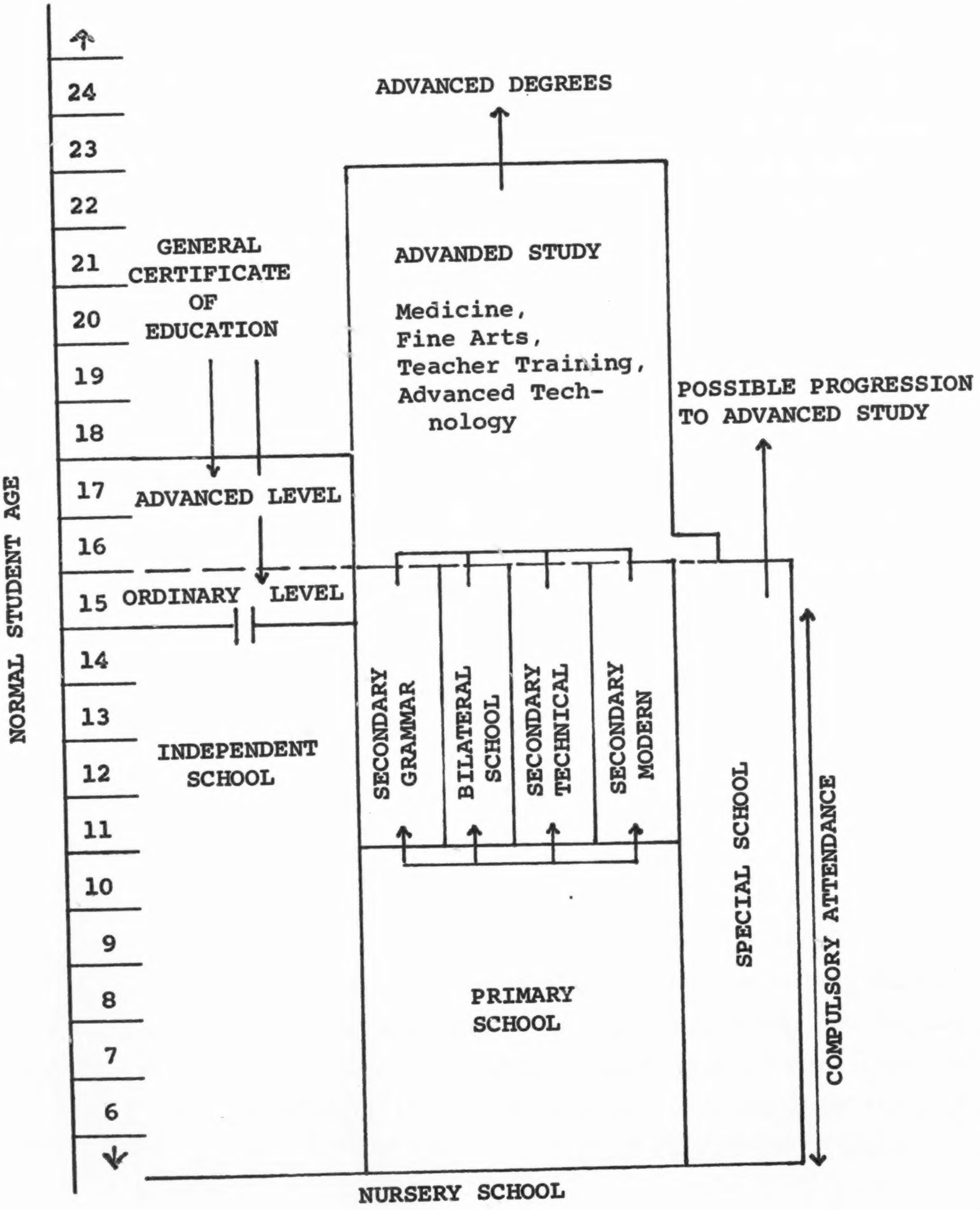
There is no national leaving examination in England and Wales; but secondary school pupils, as well as candidates not attending school, may take the G.C.E. examination, this being a reflection of concern with the student's knowledge and not his school attendance. As many or as few subjects for examination, as well as examination level, may be chosen by the student. Even though the "O" (ordinary level) is usually taken after five years of secondary school at age sixteen and the "A" (advanced level) after a further two or three years of secondary school, this is by no means the rule.

Higher Education

Table 1 outlines the students' choices of the paths of further education after finishing secondary school. Also shown are the approximate equivalents of the various diplomas, certificates, and degrees; for example, it can be seen that "A" level

TABLE 1

UNITED KINGDOM:
ENGLAND & WALES


NORMAL STUDENT AGE
24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
ADVANCED DEGREES
GENERAL CERTIFICATE OF EDUCATION
ADVANDED STUDY
Medicine, Fine Arts, Teacher Training, Advanced Tech- nology
POSSIBLE PROGRESSION TO ADVANCED STUDY
ADVANCED LEVEL
ORDINARY LEVEL
INDEPENDENT SCHOOL
SECONDARY GRAMMAR
BILATERAL SCHOOL
SECONDARY TECHNICAL
SECONDARY MODERN
SPECIAL SCHOOL
COMPULSORY ATTENDANCE
PRIMARY SCHOOL
NURSERY SCHOOL

is equivalent to the Ordinary National Certificate (O.N.C.), which is equivalent to the Professional Intermediate Certificate. It cannot be stressed too strongly, however, that this is only an approximation of equivalence; there is too much variation between institutions of study, between the various degrees, and even between the same degree within various subjects to permit a more exact definition.

Technical Colleges

Apart from the universities and teacher-training schools in England and Wales, a great variety of further education is available, mostly in the form of technical colleges of which there numbers close to 600. These are on a part- or full-time basis and are open to anyone upon leaving secondary school. (The technical systems in Scotland and Northern Ireland are similar to those of England and Wales).

Part-time students mainly consist of young employees or apprentices in various trades or occupations whose attendance is limited to evenings and, with the release of the employer, one day per week. The course of study normally lasts from three to five years.

Courses of a more professional and technical nature, usually running on a full-time basis for two years between ages sixteen and nineteen, lead to the Ordinary National Certificate (O.N.C.); and an additional two years' part-time study are required for the Higher National Certificate (H.N.C.). The latter could be considered comparable to an Americal B.A. degree but not equivalent to an English university degree.[2]

Full-time courses at technical colleges are often followed by those entering secretarial or clerical work. The most important group, however, constitutes those taking advanced courses for which there are only a handful of technical colleges. These courses are often on a sandwich basis, permitting a far greater output of advanced students, and lead to an external degree from the University of London, to the Higher National Diploma (H.N.D.) in Technology which is comparable to a University honours degree.

As the names imply, these are national examination schemes under the administration of a joint committee comprised of representatives from the Department of Education and Science (formerly known as the Ministry of Education), professional institutions and societies, and instructors and administrators from the various colleges.

Technical colleges are maintained and assisted by government funds, resulting in moderate tuition costs to the student. Many full-time students are aided by scholarships as well as awards from local educational authorities, based on achievement in the G.C.E. examination or an equivalent.

Universities

The universities in the United Kingdom number 35 (26 in England, six in Scotland, two in Wales, and one in Northern Ireland), total enrollment being about 55 percent of the total number of higher education students. But despite recent expansion programs, there are too many applicants for the places available. The 1962-1963 academic year showed an enrollment of 121,000 full-time university students--more than double the prewar figure. In addition to the 35 universities, eight to ten colleges of advanced technology will become universities in the near future.

Admission to universities is based primarly on possession of the General Certificate of Education at the required standard. In most universities a student chooses between one of two levels: "Ordinary" level for a pass degree or "Honours" level for an honours degree, the latter being sought by the majority of students. A first degree (bachelor's) in arts or sciences is normally conferred after a three-or four-year course.

At the Universities of Cambridge and Oxford the Master of Arts degree follows the Bachelor of Arts degree after a period of two or three years without further study, but the other universities require an additional one to three years of advanced study. All universities require further studies for a doctor's degree.

In the belief that no qualified student should be deprived of university education because of financial reasons, most British university students (90 percent) receive some public or private financial assistance.

B. BUSINESS EDUCATION

The main concern in British education has traditionally been, and still is, the formation of the individual character. Schools are aimed at providing a well-rounded education and, at least at the secondary level, with classical overtones. Yet, the secondary schools--grammar, public, or direct grant--offer early opportunities for vocational specialization. The traditional British view is, however, that business, or any vocation for that matter, is best learned through experience, an attitude clearly reflected by the country's professional training programs.

In this context, it should also be remembered that Britain is one of the few countries in the world that has managed to modernize the age-old apprentice system and adapt it for many of the professions. Accounting, law, banking, advertising, and many others (even the Church to some degree) all allow for a majority of their intake to work by day at their chosen occupation and to study by night under the guidance of their masters at highly organized instructional courses. In that way, the great majority of these professions are staffed by people who never officially go to a university, although they acquire a degree or diploma which, in many cases, is of university standing. Sometimes the study program is even set and examined by a university. Certainly some mechanical skills may also be desirable in business; but the heart of the matter, the theory, and "the secrets" are communicated only through direct involvement, through trial and error.

A deterrent in the development of business education has also been the considerable lack of communication between the business and academic communities. It might also be claimed that the academic community is sometimes not sufficiently organized to present to industry a clear picture of the programs offered, or that could be offered, if industry so request In an editorial on March 2, 1964, The Financial Times stated that there is a "good deal of overlapping and confusion" in the general picture of business education.[3] The Robbins' Committee Report, a study on British higher education, states that in general "higher education has not been planned as a whole or developed within a framework consciously devised to promote harmonious evolution."[4]

Another hypothetical barrier to communication is a much less tangible one and not uncommon in academic circles in Europe: business and marketing education is less academic than education in the humanities, science, and the social sciences, both because of the nature of the fields themselves and because of certain ideas regarding "tradition" of academic education. G.B. Giles, in his textbook Marketing Management, states that "a serious obstacle to be overcome in attracting the best personnel into marketing is the unfavorable image of the work."[5] And so, it is in these contextsthat British business and marketing education must be examined.

The world's first business school, the Wharton School of Finance and Commerce at the University of Pennsylvania (U.S.A.) was developed in 1881. Its standards, as well as those of subsequent schools, prompted a number of Europeans to demand such facilities in their countries. This began early in this century in some nations; but in others, such as England, interest was late in awakening. Since the 1930's, however, there have been numerous efforts in England to establish a system of business education at all levels. In 1930 James A. Bowie lamented that "in technical and business education, Britain is not only behind her rivals, but is not even moving forward at their pace. All this implies a deplorable lack of vision."[6] Bowie placed the blame for this state of affairs squarely on British businessmen. The conservative business community did not subscribe to the principle that "business judgement can be taught,' and so there was no desire to establish courses in business education.

Moreover, there was no indication that cooperation from the business community would be gained should the state set up such courses. Bowie determined that a key to the success of the university business schools in the United States could be found in the magnificent support, financial and otherwise, received from industry. With regard to an objective need for business education, he warned that British businessmen would have to compete with their counterparts in the United States and might be placed at a serious disadvantage because of the special business education received by Americans. But in the main, Bowie's admonitions went unheeded. As will be described later, some effort was made in the 1930's to establish business courses of various descriptions at different levels. However, the impact of these courses remained marginal.

Aside from newspaper editorials and articles in economic journals, the major forum for the expression of opinions on business education was a series of government-sponsored surveys. Each of these attempted first to assess the need for business education, and then to make recommendations to correct the existing situation.

The Carr-Saunders Report (1949)[7] echoed Bowie's condemnation of the business community for its lukewarm attitude towards business education, indicating the "confusion arising from the multiplicity of qualifications...which are supposed to be suitable for a commercial career..."[8] Other findings were that "there is no general agreement concerning the aims and methods of education for commerce."[9] Indeed, this condition was not alleviated until the 1960's, when the government and professional organizations collaborated to revise their diploma schemes and provide for mutual exemptions. It is interesting that the committee specifically made reference to marketing by concluding that "in the wider field of distribution, we encounter the need for courses in marketing and foreign trade."[10]

Despite this report, little was done to promote business education in the decade following its issuance. The emphasis in this period was on rebuilding educational facilities destroyed by the war; providing expanded facilities on the elementary and secondary levels to accommodate enrollment expansion due to the postwar "baby boom;" and, finally, offering courses in further education to meet industry's requirements for technical and scientific personnel. These factors were complicated by a severe economic recession in 1951 and another in 1957, causing educational funds to be curtailed.

The McMeeking Report[11] (1959) again warned that business education was not keeping pace with technical education. "Goods have not only to be designed and produced--they must also be financed, sold, insured, and distributed."[12] As Bowie had done 30 years previously, the report pointed out that Great Britain's competitive position would be negatively affected if full-time, high-level, commercial courses, as offered by other countries, were not provided. The report mentions specifically the need for marketing courses, especially since international trade was becoming freer.

It was the McMeeking Report that provided the stimulus to launch a series of new courses and extensive revisions of existing programs. The Higher National Certificate (H.N.C.) program was revised, a new Higher National Diploma (H.N.D.) program was initiated, and a new Diploma in Management Studies at the postgraduate level was introduced. In addition, the Robbins' Committee was formed to make an extensive survey and evaluation of higher education. Results of the Robbins' investigation and the Franks' survey, another report on higher education, are discussed under Universities in the section on Marketing Education.

In 1964 the Crick Report[13] was issued, concluding that there is an educational need for a new, nationally recognized qualification in business studies, roughly equivalent in standard to a university honours degree. The program should be on an undergraduate level and on a "sandwich" basis (alternating periods of study with periods of practical experience). This qualification, therefore, would not be oriented toward management studies or administration since these are "customarily offered on a postgraduate level."

The Crick Report's discontent with the H.N.C./D. program was that it is not sufficiently advanced to meet the requirements of young people of honours degree caliber who wish to follow a business career. As in the case of most reports herein surveyed, this one makes little commentary on the contributions of the Bachelor of Arts Honours or the Bachelor of Science in Economics, which are offered by several British universities. One would welcome, however, a detailed explanation of why these committees do not feel the university programs are adequate. The Crick Report does mention that "the number of places available in university courses with a business bias is very limited."[14] In addition, it notes that the type of course is on a sandwich basis, inferring that universities are not suitable for this type of arrangement.

Another observation in this report was that "businessmen... have never been able to define clearly what they expect education to accomplish in the preparation of their staff for entering a business career..."[15] Therefore, it is difficult to assess the nature and extent of employers' needs and so organize useful courses. But investigation among businessmen revealed increasing acceptance of a program of business studies on a higher education level. Larger firms, rather than small, appeared to be more disposed toward university business education. In conclusion, the report stated that although demand from industry for a higher diploma in business studies could not be clearly established, it determined that once the course was initiated and industry had a chance to evaluate it, interest would probably be shown.

Between 1961 and the present there has been a tremendous increase in the enrollments of the various business study programs. The growing willingness of the business community--at least the larger firms--to accept business education was reflected in their oversubscription to the 1964 appeal to start two British business schools. No doubt, some of the "willingness" was helped along by the serious economic problems which face the British business community. A poor record of economic growth, a serious foreign trade deficit, and weakness of the sterling have helped to shake traditional British business. There is growing awareness of the need for increasing efficiency and productivity, and for achieving a general industrial regeneration. Prime Minister Harold Wilson, on his American visit in April, 1965, declared: "I am all for the English gentlemen, but we are competing in a world of ruthless professionals and we have got to have professionals at the top."[16]

C. MARKETING EDUCATION

At the present time, it is rather difficult to evaluate marketing education in Britain. Four years ago it would have been an easier task, as very little of substantial value existed; and a few years hence there will probably be much to report. But today British marketing education is still in an amorphous stage.

Courses in marketing in Britain are available in four areas of study: technical colleges (H.N.C./D. programs), universities, professional organizations, and short courses provided by these three groups plus private companies. (See Appendix for summary of management education at various levels.)

Technical Colleges

The technical colleges (described earlier) offer H.N.C./D. courses in various applied sciences, technologies, and in business. Of course, it is the Business Studies program where instruction in marketing is most likely to be found. The present H.N.C. Business Studies program, established in 1961, replaced the old H.N.C. in Commerce, introduced in 1935 , "whose development was badly affected by the war, and it never really got going."17 Thus, it was not until very recently that students had the opportunity to study business topics, such as marketing, at this level. The H.N.D. program is an entirely new program, established in 1962.

In the H.N.C./D. programs in Business Studies, general or applied economics is a required field of study in each year. In the H.N.C. program, the student chooses two other subjects, while in the H.N.D. program, he chooses four others. Included in the list of elective courses are Transport Economics, Modern Languages, Statistics, Human Relations, Purchasing, Advertising, Market Research, and Marketing. While marketing is touched upon in a number of H.N.C./D. courses, it is only in the elective course entitled Marketing that a conscious effort is made to teach those principles.

Examination of marketing courses' syllabuses discloses comprehensive outlines, but orientation appears to be toward the company point of view rather than in light of the total economic picture. This concentration on marketing at the microeconomic, as opposed to the macroeconomic, level is consistent with the overall purpose of the scheme--to provide a broadly based education in business and economics with emphasis on practical business activities. Indeed, before receiving an H.N.D., the student must have had at least twelve months of business or administrative experience outside the technical college. Practical orientation of the courses is further indicated by the emphasis placed on the study of economic problems of industries situated near the particular college.

In 1961 courses for a postgraduate Diploma in Management Studies were introduced into technical colleges, and in 1962 2,360 full- or part-time students in 43 colleges were enrolled. "Entrance requirements, scope and standards [are] such as would commend holders of the award to senior executives in industry and commerce."[18] Admission requirements are a minimum age of twenty-three and possession of either a university degree, an advanced diploma (similar to the H.N.C./D.), or a professional qualification. Students twenty-seven years or more without these qualifications but with at least four years of appropriate industrial experience may be admitted at the discretion of the college principal. The diploma is administered by a joint committee whose members are drawn from the colleges, the Education Ministry, and professional organizations, such as the British Institute of Management.

The program of studies runs either three years part-time or six months full-time, with most students (88 percent) pursuing studies on a part-time basis. The amount of time devoted to marketing is limited--only one-sixth to one-fifth of the total. As might be expected, those aspects of marketing which are included are strongly oriented toward management.

The Diploma in Management Studies is too established to permit evaluation, even though a Financial Times editorial of March 2, 1964, reports that the diploma "lacks prestige."[19] Nevertheless, statistics show a steady increase in enrollment over the past few years.

Universities

Until the end of the 19th century, the attitude prevailed in Britain that a university education was mainly for the aristocracy or very wealthy. Oxford and Cambridge, founded in the twelfth and thirteenth centuries, respectively, had always followed a traditional curriculum based on the seven medieval liberal arts: grammar, logic, rhetoric, arithmetic, geometry, music, and astronomy. It was at the so-called "civic" universities, such as Manchester (1880) and Birmingham (1900), along with the

London School of Economics and Political Science (1895), where enthusiasm in teaching more modern "practical" subjects was first sparked. However, a good deal of this interest became diverted by the demands of the industrial revolution to provide scientific and engineering education.

In the first decade of the twentieth century degrees in commerce were instituted at several universities: Birmingham in 1900, Manchester in 1904, Leeds in 1905, Liverpool in 1906, and subsequent others. This degree program was designed to provide a university education for those seeking careers in industry, commerce, and finance. It seems, however, that this degree never became very popular, possibly because of the lack of enthusiasm among the British business community. The Carr-Saunders Report concluded that "the world of business expresses no particular interest in degrees in commerce."[20] Birmingham and Leeds granted only 48 commerce first degrees out of a total of 1,866 first degrees in 1961-62.

An examination of a typical program of studies for the Bachelor of Commerce (B. Comm.) of the University of Birmingham shows that there is a common first year, after which only certain subjects are studied by all students in the final two years. The first-year subjects resemble those required in the first year of an American undergraduate business school: economic history and principles, political science, sociology and social psychology, accounting, and statistics, to mention a few. Other required subjects in the second and third years include industry, business policy and organization, and management economics.

Aside from choosing several optional subjects in the final two years, the student elects a "special field," such as business organization and marketing. The marketing portion of this course involves study of industrial and consumer marketing, market research, factors affecting demand, methods of distribution, advertising, and pricing policies in different markets.

One topic which should be especially noted is market simulation. This deals with the role of models in marketing and the use of quantitative techniques in the construction of such models, strong emphasis being placed on the principles of operations research. The degree of this course's sophistication, as indicated by the university catalog, is rarely found in British marketing courses. There is an optional course entitled Seminar in Marketing Problems, but details on content were not available at this writing. Of course, it should be noted that marketing is also briefly discussed in applied economics courses, such as Industry.

From the collection of data available on other British universities' marketing courses, the tentative conclusion can be drawn that the number of courses dealing primarily with marketing is very small indeed. Exeter and Sussex reported, for instance, that no systematic work is undertaken in marketing. A course at Leeds entitled Production, Consumption, and Markets is described as having a theoretical, rather than practical, interest. Manchester recently instituted two courses in management with 20 to 30 percent of the time devoted to marketing. Nottingham has recently established an optional course entitled Distribution and Marketing which deals with the history, structure, economics, and legal framework of the subject. Liverpool, although offering the B.Comm., does not offer any courses devoted solely to marketing.

Special note must be made of the London School of Economics and Political Science, part of the University of London. Founded in 1895, the degree in commerce was first offered in 1919 and continued to be granted until 1954, when it was merged with the Bachelor of Science (Economics). This latter program involves a three-year period of study including applied and analytical economics, modern languages, and related social sciences. The B.Sc. (Econ.) degree may be earned through correspondence courses. The University of London maintains a Commerce Degree Bureau which advises and assists nonresident students preparing for the degree. This Bureau had provided correspondence courses in business and commerce since 1920.

With regard to the variety and sophistication of courses offered, the London School favorably compares with the best foreign schools. Some of the courses available are Commercial Law, Theory of the Firm , Computer Techniques, Theory of Games, Economic Problems of Industry and Trade, Elements of Consumer Market Research, and Business Administration. However, the School offers only two marketing courses: Distribution and Market Research, both of which are an integral part of the one-year graduate course in business administration. Enrollment totals about 24 students per year.

It appears that the gap in curricula caused by the lack of marketing courses is soon to be remedied; e.g., Wye College, a division of the University of London, expected when this was written to establish a Market Research Unit and a marketing chair with special emphasis on horticulture. The Institute of Marketing (discussed later under Professional Organizations) had set up a trust fund for the endowment of a marketing chair at the new University of Lancaster.

These courses will provide a large field for postgraduate marketing studies. The Vice Chancellor of the University of Lancaster stated that he intends to organize the marketing department along the lines of an operations research department, instituting basic courses in marketing techniques and sales, as well as general discussions on marketing cases and techniques. These recent developments seem to reflect something of the philosophy of D. W. Logan, Principal of the University of London, who believes that "the basic issue is simply one of academic survival. We must move with the times and adapt our degree courses to meet contemporary needs."[21]

Another indication of academia's awareness of the importance of "meeting contemporary needs" is reflected by the recent activities resulting from the Robbins' Report and the Franks' Report. The Robbins' Report (1963) represented a comprehensive two-year survey of British higher education, issued by a Committee appointed by the Prime Minister under the chairmanship of Professor Lord Robbins. With respect to higher education for business, the report concludes that there is a need for at least two major postgraduate schools of management studies, even though work done at technical colleges is underestimated. It proposes that these postgraduate schools be associated with well-established universities and be close to large business centers. This should facilitate cooperation between the schools and the business community, as well as enable the business courses in the graduate schools to draw upon the knowledge and resources of established university departments, such as psychology, mathematics, and sociology.

Another significant paper on British business schools was the Franks' Report (1963) prepared under the auspices of the British Institute of Management (B.I.M.).[22] Its recommendations are the same as those of the Robbins' Report but are more detailed. It urges that the new business schools be associated with the University of London and the University of Manchester, respectively, and recommends that existing business programs in technical colleges be expanded to complement the new business schools' programs.

Carrying out these recommendations, the B.I.M., the Federation of British Industries, and the Foundation for Management Education agreed to sponsor an appeal to raise industrial funds for the support of management education. The original goal was set at £3,000,000; but when the formal compaign ended in December, 1964, a total of £5,041,150 (over $14,000,000) had been collected. Most of these funds have gone toward paying half the costs of two of the new schools, the London Graduate School of Business Studies and the Manchester Business School, while the British government has agreed to support the other half. The balance of funds are being used to help start the Oxford Centre for Management Studies, to improve existing facilities, and to study new proposals for management education. (These three university-allied schools, as well as the Cranfield College of Aeronautics, are discussed on pp. 490 and 491 under Universities and Allied Business Schools.) One of the most noteworthy aspects of this compaign is not only the oversubscription, but also the large number of contributing firms--over 700--and the diversity of the business and industrial interests by these represented firms.

As the chairman of the appeal, Lord Nelson of Stafford said: "The high standard of subscriptions and the remarkable speed with which the campaign has been brought to a conclusion are most heartening confirmation of the interest of British industry and commerce in management education."[23]

Professional Organizations

An important element in business studies are courses given in technical colleges under the direction of various professional organizations. Associations in the commercial group, such as the Institute of Bankers, Institute of Transport, Institute of Office Management, the Institute of Marketing, the Advertising Association and the Institute of Practitioners in Advertising, had over 160,000 qualified members as of January, 1962. With the exception of the Institute of Statisticians, very few members of these organizations are university graduates. Most of their specialized training was obtained through preparation for their organization's qualifying examination. Generally divided into two stages, the first or intermediate is at the "A" level of the G.C.E.; and the second or final, at the level of the H.N.C./D. A major step toward eliminating duplication and overlapping of preparation courses came after the publication of the McMeeking Report in 1959, when the professional organizations agreed to exempt holders of certain O.N.C./D. and H.N.C./D. certificates from one or more of their examinations. The professional organizations, in turn, act as advisors to the government in preparation of the syllabuses for the O.N.C./D. and H.N.C./D.

The professional organizations primarily devoted to raising the level of marketing education are the Institute of Marketing, the Advertising Association and the Institute of Practitioners in Advertising (I.P.A.). The Institute of Marketing was founded in 1911 as the Incorporated Sales Managers' Association; it has been an examining body in marketing since 1928. The educational phase of the Institute's work is handled through the College of Marketing (in collaboration with Ashridge Management College). In many ways the administration of the Diploma in Marketing is similar to that of the H.N.C./D. It is a national examination scheme, and all preparatory courses are governed by a common syllabus. A prerequisite of courses is the candidate's full-time engagement in sales, marketing, or an allied activity, as well as sponsorship by his firm or by a member of the Institute.

The program of studies, as follows usually runs three years on a part-time basis and may be taken either during the day, at night, or through correspondence courses:

First Year	Second Year	Third Year
Marketing I	Marketing II	Marketing III
Economics	Commercial Law	Advertising
Economic Geography	Applied Statistics	Market Research
Business History of the U.K.	Accounting	

As with the H.N.C./D. scheme, the objective is to train managers or practioners, not scholars, with emphasis being placed on "how to" and not "why." Marketing I is a description of the marketing milieu and Marketing II is strongly oriented toward sales, including such topics as training and recruitment of salesmen, management of the sales force, organization of sales offices, export department, budgetary control, and the sales conference. Marketing III is an intensive consideration of a single marketing case study in which the student is required to draw upon his accumulated knowledge in order to offer reasoned solutions to the problems detailed in the case study.

In these courses very little, if any, attention is paid to the more modern trends of marketing, such as quantitative techniques or contributions from behavioral sciences. As indicated before, emphasis is strictly functional. Courses' reading lists also reflect a certain amount of insularity, and reflect the notion that marketing literature must be of British origin--a further indication of the "practical" orientation. In view of the abundance of marketing literature in the English language, one must deplore this isolationism--a condition which certainly is not favorable to the advancement of marketing as a scientific discipline.

Given the reading lists, the scope of the studies, and the number of teaching centers, judgment of the program's effectiveness must be reserved until the quality of teaching and the ability of students are evaluated--a task largely beyond the scope of this study. However, a few facts are revealing: the Robbins' Report noted the high dropout rate, not only in part-time and night school courses, but also in the Institute's courses as well. Statistics (see appendix) indicate an extremely high failure rate on examinations--between 50 and 66 percent. However, only if these rates are combined with the dropout figures (which are unknown) can the difference be explained in numbers between those qualifying in the first part of the exam and the finalists. It must be remembered that the apparent dropout and failure rates as deduced from the statistics are even higher in reality.

This difference can be accounted for by the fact that a number of people are granted exemption--because of their past experience or education--to proceed directly to the final qualifying examination. This procedure would tend to inflate the numbers qualifying, compared to the numbers passing each of the pre-qualifying examinations.

Similar courses as those described, leading to qualifications of the Advertising Association and the IPA, contain a considerable marketing element. They are carried on mainly by the College for the Distributive Trades and the City of London College. Roughly another 16 colleges also offer courses, mainly confined to the Joint Intermediate examination of the two bodies mentioned.

Short Courses

A wide range of short courses in various aspects of marketing are provided by a number of bodies. These courses range in length from weekend conferences to twelve-week residential programs and should be considered legitimate sources of marketing education at the post-secondary level. The type of institutions offering these courses are as follows:

1. Colleges (technical, regional, etc.)
2. Universities and Allied Business Schools
3. Professional Organizations
4. Private business firms including management consultant and market research companies, and private training centers.

Colleges

There are many short and ad hoc courses arranged by the colleges, a sample of which would include such items as:

a. Ealing Technical College: Marketing Appreciation for Junior Executives, three weeks full time, offered four times a year.

b. Brighton College of Technology: Executive Development, two weeks full time, offered three times a year.

c. Brooklands Country Technical College: General Executive Training for the Gas Council, touches upon the marketing problems of the gas industry, six weeks full time, offered four times a year.

d. City of London College: Business Training Course, four or six weeks full time, approximately four hours per week on marketing.

e. There are marketing courses (or elements of marketing in other business courses) included in the programs of the following institutions:

   City of Birmingham College of Commerce
   High Wycombe College of Technology and Art
   Slough College
   College of Commerce, Bristol
   The Polytechnic, Regent Street, London
   The College for the Distributive Trades
   Woolwich Polytechnic

Since the fall of 1966, another four colleges have included marketing in their curricula.

Universities and Allied Business Schools

The type of courses discussed in this section are not usually found in the curriculum of British universities. However, an important exception to this is the course provided by the School of Business Management at the University of Liverpool. Besides offering postgraduate diplomas in business administration, this school offers both residential and non-residential short courses and seminars in general management, accounting, operations research, and marketing. Courses are designed for "middle" and "top" management, usually executives in the thirty-two to forty-five years age group; and over 700 have been enrolled in the past four years.

The core of the School's program is the twelve-week, full-time, advanced management residential course offered twice a year to those with at least seven years' experience. Teachers are drawn from all the faculties of the University of Liverpool; and in addition, eight private companies lend their senior executives to assist with lectures. Teaching methods include lectures, case studies, business games, discussion groups, and seminars. One-fifth of the syllabus is devoted to marketing management, with emphasis placed on the importance of marketing decisions in the overall administration of a business company.

The School also offers a seven-day, full-time, residential course in Advanced Marketing. This course, arranged at set periods throughout the year, has proved very successful and has attracted strong support from British and international companies. Aside from dealing with those topics in the marketing management short courses listed above, it spends considerable time on the critical path analysis technique, program evaluation and review technique (PERT), and the use of computers in product distribution.

The following business schools, apart from their postgraduate training, offer post-experience education in management:

The London Graduate School of Business Studies, having begun its operations in February, 1966, offers a twelve-week, resident Executive Development program for 50 participants. In the second phase of this program, the School's recently appointed Professor of Marketing covers Product Development to meet consumer needs through market research and testing, Product Pricing and Marketing Strategy, Advertising and Promotion, Marketing Goals, Distribution Policy, Planning and Control of the Sales Force, Organization of Marketing and its relation to other business functions.

The Manchester Business School, drawing on the wide resources of Manchester University, also offers a twelve-week management development program to 15 company-sponsored men in their thirties. The second phase of the program, which uses participative methods including the Harvard case method and business games, covers the topics of marketing, finance, industrial relations, and business policy.

The Cranfield College of Aeronautics (which may soon change its name to the College of Production and Industrial Administration) runs a ten-week management development program for 25 people. Efforts are being made to utilize Harvard Business School methods.

The Oxford Centre for Management Studies, beginning operations in October, 1966, is planning a six-month post-experience course of the highest quality and will use Oxford University professors.

Other activities of these schools are a six-week summer advanced management program at the London Graduate School, and a 48-semester, one-month business summer school at Oxford.

Professional Organizations

The British Institute of Management and the Institute of Marketing account for a large number of short courses. Among those offered by the latter organization are Introduction to Marketing, Industrial Marketing, Practical Sales Forecasting, Field Sales Management, and Techinques of Sales Training. These are on a five-day, residential basis and are designed for "middle management" with the aim of helping them solve their day-to-day problems. The above five courses were held 27 times during 1964--each with varying frequency. The Marketing Research Society also runs a variety of short courses and lecture series.

In addition, mention should be made of the annual European Marketing Programme of eight weeks organized in conjunction with the International Marketing Institute at Harvard.

Government

The Treasury has, for young senior civil servants in the Civil Service as a whole, a Centre for Administrative Studies. Marketing and other business studies are part of the program.

Private Business Firms

Undoubtedly, many of the largest British firms provide management training programs for their executives; however, the amount devoted to marketing training is unknown. In many instances, companies will request local colleges to set up short courses to fit their specific needs. When the requested course is on marketing, studies tend to be directed toward the marketing problems of a specific product. Short courses on exporting and analysis of overseas markets for particular products are also frequently held.

In addition to the private business firms, there are a number of private training centers where courses dealing with marketing are given:

1. TACK Organization: General Management Course held once a month for one-week duration, deals with market planning, forecasting, researching patterns of distribution, advertising and sales planning, enrollment per course--25; and Overseas Sales Course held once a month for one-week duration, deals with marketing principles, distribution pattern, management of agents and distributors, importing controls, enrollment per course--25.

2. R. A. Gosselin & Co., Ltd.: Pharmaceutical and Consumer Marketing and Research, thirty-hour course extending over 15 weeks.

3. Andrew Bainbridge and Associates: Marketing and Sales Promotion held on an average of twice a month, three full days duration, deals with interpreting market survey results, sales promotion, and general methods of marketing and distribution.

4. Ashridge Management College: Management and Marketing held over a year for one full week, content includes sales communication, public relations, advertising, etc. The course brochure states that the purpose of the course is to "illustrate the necessity of gearing all management activity in an organization to the customer and the needs of the market, and (to develop) a sales outlook amongst every member of the staff..."; enrollment--36. Ashridge has recently taken over the longer courses of the College of Marketing.

5. Sunridge Park: Management consultant training center offering marketing programs.

6. Urwick Management Centre: Management consultant training center offering marketing programs.

APPENDIX 1

ENROLLMENT IN BUSINESS COURSES

Diploma in Management Studies

	1962-63[1]	1963-64[2]	1964-65[3]
Total enrollment	2289	2975	3193
Intake (new stud.)	n.a.	1580	1662
% attending full-time	n.a.	7	12
Centers	n.a.	42	42
No actual courses	76	90	90

1. Great Britain, Ministry of Education in 1963 (March, 1964), Cmd. 2316, p.

2. Great Britain, Department of Education and Science, Education in 1964 (March, 1965), Cmd. 2612, p. 61.

3. Ibid., p. 61.

General Business Courses[4]

	1959-60	1960-61	1961-62	1962-63	1963-64
Non-advanced courses (i.e.,ONC/D)	45059	52029	55765	62742	67792
H. N. C. in business studies	237	347	1493	2355	2773
H. N. D. in business studies	-	-	-	359	1068
First degrees	197	283	400	488	1269
Other advanced courses	10397	12201	16896	20484	20521
All advanced courses	10831	12831	18789	23686	25631
All courses	55890	64860	74554	86428	93423

4. Great Britain, Department of Education and Science, Reports on Education No. 15, October, 1964 ("Education for Commerce")

APPENDIX 1 (CONTINUED)

ENROLLMENT IN BUSINESS COURSES

Institute of Marketing[5]

	1959	1960	1961	1962	1963	1964	1965 est.
Diploma in Sales Management*	56	42	61	47	51	80	-
Diploma in Marketing Part I	-	-	143	245	291	369	500
Diploma in Marketing Part II	-	-	-	42	93	101	250
Diploma in Marketing Part III	-	-	-	-	42	77	180
Diploma in Marketing Finalist	-	-	-	-	40	72	160

	1960-61	1964-65	est. 1969-70
Centers offering courses for the Diploma in Marketing	20	71	250

Of the 71 centers listed for 1964-65, only 16 had day facilities; 3 were correspondence colleges.

Failure % on the 1964 Diploma exams:

Diploma - Part I	50.2%
Diploma - Part II	66.3%
Diploma - Part III	62.8%

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[5] All statistics in this section were supplied by the Institute of Marketing.

* This is an obsolete diploma which is being replaced by the Diploma in Marketing. The old diploma had been operative for 30 years but graduate output never rose above an average of 50 per year.

APPENDIX 2

A SUMMARY OF MANAGEMENT EDUCATION FROM HUMBLEST TO HIGHEST

Ordinary National Certificate and Diploma

Certificate, 2 years part-time: Diploma, 2 years full time.
16-year old school leavers: with minimum 4 O level passes.
18,000 students at 250 colleges (England and Wales 1964-65)

Higher National Certificate

Two years part-time. 18-year olds, with 2 suitable A-level passes. 3,000 students at 90 colleges (England and Wales 1964-65).

Higher National Diploma

Two years full-time or 3 years sandwich course.
18-year olds, with minimum 2 suitable A-level passes.
1,850 students in 40 colleges (England and Wales 1964-65).

Degrees (and equivalent) in Management Studies

Various universities and colleges offer undergraduate courses in management: it is impossible to bring them within a definition, although Birmingham's seem to be in the lead. Many people think that business studies are too narrow and too experimental to be suitable for undergraduates. The Council for National Academic Awards is considering some of the courses in non-degree giving colleges, and doubtless a few will be approved for degree status.

Diploma in Management Studies

Intended as a post-graduate qualification taken in two stages, one immediately after graduation, the second after some business experience
Usually followed part-time, or in sandwich courses.
3,243 students in 46 colleges in the United Kingdom, 1964-65. (Some of the part-timers will drop out; enrollments are almost 4,000 this year.)

APPENDIX 2 (CONTINUED)

A SUMMARY OF MANAGEMENT EDUCATION FROM HUMBLEST TO HIGHEST

Colleges offering diploma courses may also offer a variety of other courses, either in "management" or in various managerial techniques.

Post-Graduate and Post-Experienced Courses

Indefinable. Offered in 29 universities in the United Kingdom, and in a few independent foundations such as are described in the main article. The standard varies wildly: a formal qualification may or may not be conferred.

XIX. FOOTNOTES

1. Statistical material for this chapter was collected by Mr. A. S. C. Ehrenberg, ASKE Research, Ltd., London, U.K.

2. It should be kept in mind that the prerequisites for the N.N.C. and the H.N.D. are only one or two G.C.E. "A" level passes, as compared to two and usually three for the university. In addition, the course of study for a university first degree runs three years full time and covers a broader range of topics than the H.N.C. and H.N.D.

3. *Financial Times*, (London), March 2, 1964, p. 10.

4. Great Britain, Ministry of Education, *Higher Education*, Report of the Committee Appointed by the Prime Minister under the Chairmanship of Lord Robbins (London: H.M.S.O., 1964) (Cmnd. 2145), p. 5.

5. G. B. Giles, *Marketing Management* (London: MacDonald & Evans Ltd. 1964), p. 50.

6. James A. Bowie, *Education for Business Management* (London: Oxford University Press, 1930), pp. 124-25.

7. Great Britain, Ministry of Education, *Report of a Special Committee on Education for Commerce* (London: H.M.S.O., 1949). (Hereafter referred to as the *Carr-Saunders Report*).

8. *Ibid*., p. 20.

9. *Ibid*., p. 36.

10. *Ibid*., p. 57.

11. Great Britain, Ministry of Education, *Report of the Advisory Committee on Further Education for Commerce* (London: H.M.S.O., 1959). (Referred to as the *McMeeking Report*).

12. *Ibid*., p. 25.

13. Great Britain, Ministry of Education, Report of the Advisory Sub-Committee on a Higher Award in Business Studies (London: H.M.S.O., 1964). (Referred to as the Crick Report).

14. *Ibid.*, p. 4.

15. J. W. Platt, "A Policy for the Education of Managers," *Board of Trade Journal* (November 22, 1963), p. 1132.

16. *New York Herald Tribune*, April 15, 1965, p. 22.

17. Great Britain, Department of Education and Science, *Reports on Education*, No. 15, October, 1964, "Education for Commerce."

18. Great Britain, Ministry of Education, *Arrangements and Conditions for the Award of Diplomas in Management Studies* (London: H.M.S.O., 1962), p. 1.

19. *Financial Times*, *op.cit.*, p. 10.

20. *Carr-Saunders Report*, *op.cit.*, p. 38.

21. *University of London Calendar*, 1964-65, p. 130.

22. Oliver Shewell Franks, *British Business Schools* (London: British Institute of Management, 1963).

23. Lord Nelson of Stafford, *Management Education and the British Business Schools* (Report on the 1964 appeal), p. 1.

XX. UNITED STATES[1]

A. GENERAL EDUCATION SYSTEM

Primary and Secondary Schools

As the Constitution of the United States makes no reference to education, and its tenth amendment reserves to the states or the people those powers not expressly delegated to the Federal Government, it has been taken for granted that education is a state function; and federal activities are precluded. Nevertheless, federal grants to the states for educational purposes are customary although their administration is presumably left to the state governments.

Though most states direct their schools by means of boards of education made up of lay persons, administration is under the direction of an elected or appointed commissioner. Local school districts are responsible for day-to-day administration, seeing to it that state minimum requirements are met with regard to teachers, texts, and curricula.[2] Though private schools have more leeway in these areas, they, too, must meet minimum state standards.

To protect their independence and prevent the Federal Government from usurping power (especially with regard to desegregation and financing parochial and private schools), state and local authorities have traditionally financed public schools mostly through property taxes.[3] In 1961-62, only 4.3 percent of the total tax dollar spent on schools came from federal sources, while 38.7 percent came from states and

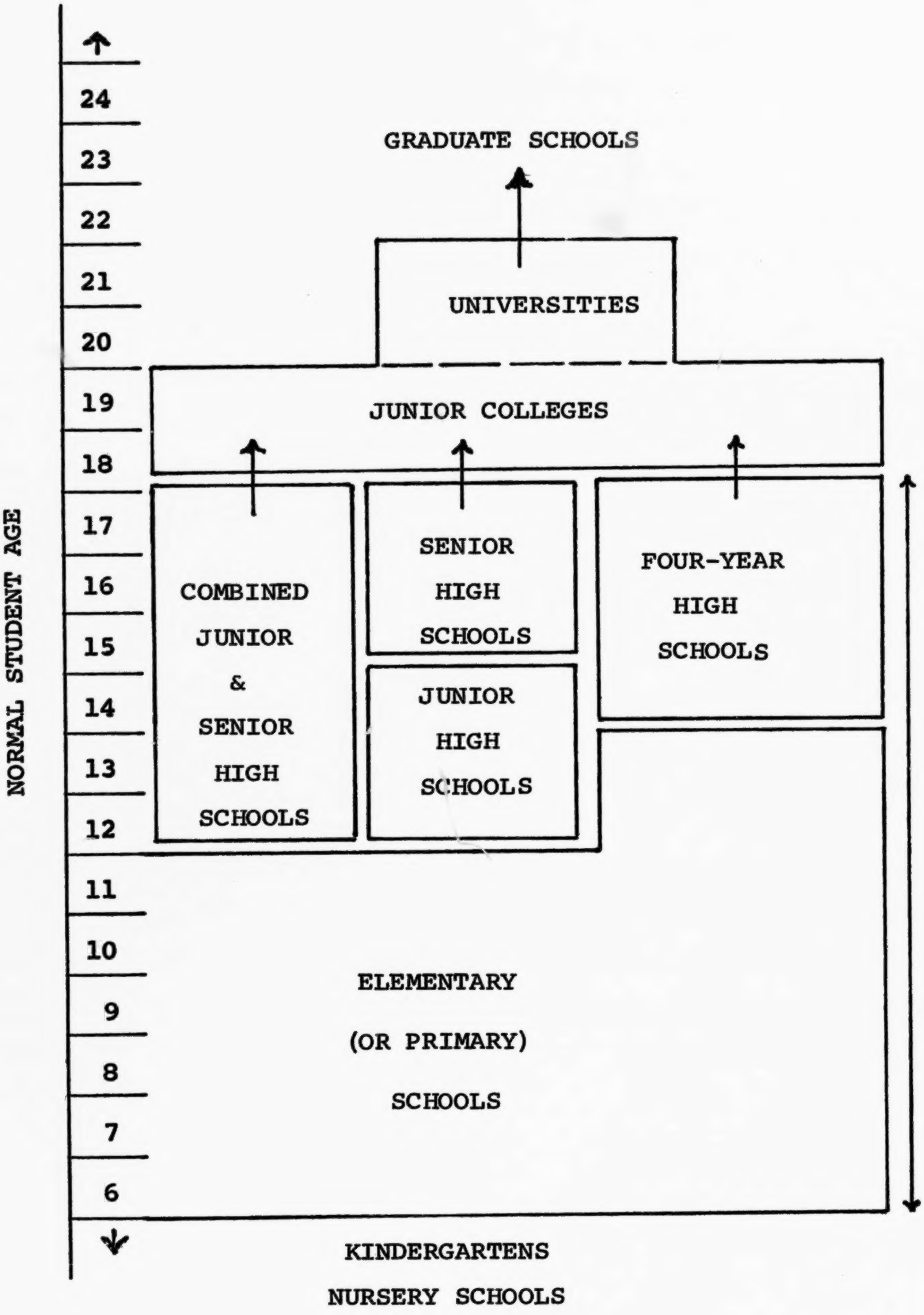
56.5 percent from county and local school districts.[4] But since 1946 there has been a movement toward having the Federal Government supply funds to equalize educational opportunity among all states. As of 1963, however, no specific law had been passed by the Congress for this particular purpose. Despite these facts, as early as 1950 there were numerous federal inroads into education in the form of 200 separate and largely uncoordinated federal programs.

Though many school systems have public kindergartens, formal education begins at five to six years of age at the elementary school level. (Table 1 shows educational ladder). Here the pupil receives instruction in reading, writing, and arithmetic, in addition to such subjects as geography, history, art, nature study, and health. After six years of elementary education, students proceed to a coeducational, three-year junior high school, after which compulsory education usually ceases. But one-third of all states require school attendance until seventeen or eighteen years of age. The majority of students, however, go on to a three-year senior high school until age seventeen or eighteen, when secondary education terminates.

The American high school offers a variety of courses designed for nonacademic as well as academic, pursuits. There is no national examination given to qualify students for higher education, but College Entrance Examination Board examinations are offered to those who hope to attend a college or university. It is interesting to contrast the single-track United States system with those in many countries where children at age twelve are sent to different kinds of schools--academic, technical, or vocational--depending on their ability and the ability of their parents to finance further education at the university level.

TABLE 1

UNITED STATES


NORMAL STUDENT AGE
24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
GRADUATE SCHOOLS
UNIVERSITIES
JUNIOR COLLEGES
COMBINED JUNIOR & SENIOR HIGH SCHOOLS
SENIOR HIGH SCHOOLS
JUNIOR HIGH SCHOOLS
FOUR-YEAR HIGH SCHOOLS
ELEMENTARY (OR PRIMARY) SCHOOLS
KINDERGARTENS
NURSERY SCHOOLS

Education for all has been a prevailing goal of the American society: in 1889-90, only 6.7 percent of the fourteen to seventeen age group was attending senior high school, while in 1929-30 the proportion had risen to 51.4 percent, and in 1964-65, to 93.0 percent.[5] One-quarter of the entire population at any given time is receiving full or part-time education at some level (even excluding those taking adult education courses). "The Gross National Product is so high, however, that this does not imply a substantially greater proportion of resources devoted to education than in other countries."[6]

The objective of universal education has placed a tremendous burden on the American economy, particularly in those states which are not highly productive and thus affluent. In such areas the "quantity" of education demanded has reduced its "quality." There has often been a serious lack of qualified teachers, low salaries, and shortages of adequate facilities. Moreover, much inequality exists between the systems of education in the various states, and between the quality of education offered in various school districts within states. As the support of education is in large measure determined at the local level, such disparity would be expected. Other problems have been encountered in the establishment of progressive education, in Federal Government support of schools, and in desegregation of Negroes in schools in the southern states.

In 1958 the National Defense Education Act was passed by the Congress, in part at least as an outgrowth of the intense rivalry with the U. S. S. R. in space age technology. Provision has now been made for scholarships, loan funds, and grants to improve instruction, especially in the areas of science, mathematics, and foreign languages, as well as for the development of educational television, radio, and audio-visual aids.

Higher Education

In 1960 there were 1,440 degree-granting institutions of higher education in the United States[7], and an additional 568 junior colleges and semiprofessional schools which offered instruction at the college level.[8] (Table 2). In the fall of 1964 this number had increased to 2,175 of which 799 were public and 1,376, private.[9] Though privately controlled institutions still greatly outnumber the public ones, they are not expanding so rapidly. Thus they no longer have a majority of all students enrolled and will probably enroll relatively even less in the future. A reasonable measure of academic freedom in the control of curricula and, in general, in utilization of funds provided is enjoyed by the administrations of the public institutions. Universities enroll approximately 43 percent of all students; and liberal arts colleges, usually under religious or other private control, 30 percent (Table 3).[10]

In the twentieth century the population in the United States has somewhat more than doubled, but enrollment in institutions of higher education has increased more than tenfold. The increase in the proportion of total population at certain age levels in colleges and universities is noteworthy. For instance, in 1946 only 22.1 percent of the population age 17 to 24 was enrolled in institutions of higher education; in 1933 it was 33.5 percent; in 1964, 43.9 percent.[11]

TABLE 2

HIGHER EDUCATION IN THE UNITED STATES OF AMERICA
(TABLES ONLY)

Institutions of Higher Education: By Level of Work and Form of Control, U. S. A. 1959-60

Number

Type of Institution	Publicly controlled	Privately controlled	Total
Institutions granting Bachelor's (or higher) degrees			
Universities	82	59	141
Liberal arts colleges	87	669	756
Independently organized professional schools*			
Teachers' colleges	167	31	198
Technological schools	26	25	51
Theological schools		173	173
Schools of art	2	44	46
Other professional schools	8	67	75
All institutions granting Bachelor's (or higher degrees)	372	1,068	1,440
Junior Colleges (community colleges)	312	200	512
Independently organized semiprofessional schools			
Technical institutes (engineering type of curricula)	11	16	27
Other semiprofessional schools (non-engineering type of curricula)	8	21	29
All independently organized semi-professional schools	19	37	56
All institutions	703	1,305	2,008

Source: U. S. Office of Education

Notes:*1. The curricula of these independently organized professional schools are also found in many of the universities and in some of the liberal arts colleges.

2. The number of independently organized semiprofessional schools is for the autumn of 1958. Curricula in semiprofessional education are offered mainly by the junior colleges (as well as some universities, liberal arts colleges, and independently organized professional schools) rather than in the independently organized semiprofessional schools.

In 1959-60 there were 2,491,700 full-time students in colleges and universities spread among different types of institutions. No comparable figures are presently available for 1965, but the total enrollment had increased to 4,814,933.[12] There are always many part-time students, about one-third as many as full-time students. Usually these students hold full-time jobs but take one or two courses each semester, usually in the evening, and thus make substantial progress toward degrees.

In any country where large numbers of students go on to higher education, the drop-out rate is usually high. The United States is no exception. For a number of years this rate has been about 45 percent. This means that around 45 percent of the students who start work on a bachelor's degree do not obtain that degree.

Undergraduate curricula in American colleges and universities are exceedingly broad in content. They are usually designated as including literature, science, and the arts. They are expected to provide a broad cultural background and some specialization in the junior and senior years. At least the student is expected to choose a major field of study and to follow a prescribed program of study in this major during his last two years. Most liberal arts programs require four years, but some areas of specialization extend the period to five years. After securing a bachelor's degree (A. B. or B. A.) a student may go on as a candidate for a master's degree (M. A.). To obtain this degree requires from one to two years of study depending upon the field of concentration. The doctorate

(Ph.D.) requires a minimum of three years beyond the A. B., but many people take much longer. The student first becomes an applicant for the degree. Then, when his course work is finished, he has passed the preliminary written examinations and an oral one as well, and has met his language requirements, he becomes a candidate for the degree. All that remains is the preparation of his dissertation, its approval by his doctoral committee, and an oral examination on his dissertation.

The Ph.D. degree has varying significance, depending on the prestige of the university by which it is granted. At some institutions the requirements are less onerous than at others, both by way of initial course preparation and quality of the dissertation. Under these conditions the degree has less standing. A degree from Harvard, Columbia, or one of the great state universities, such as California, Michigan, or Wisconsin, has great influence in appointments to college and university faculties and to research staffs in business and government.

B. BUSINESS AND MANAGEMENT EDUCATION

Business education in the United States is largely a development of the twentieth century. The first business school, the Wharton School of Commerce and Finance at the University of Pennsylvania, was established in 1881; and one or two others appeared before 1900. The Harvard Graduate School of Business Administration was established in 1908; and during the next two decades, most of the other presently recognized leaders in the field began operations. The American Association of Collegiate Schools of Business (AACSB) was founded in June, 1916,and now has 117 member institutions. Of these, 67 have accredited master's degree programs. Many of the schools operate at both the graduate and undergraduate levels. The M. B. A. (Master of Business Administration) degree is the one usually made available to graduate students; the B. B. A. to undergraduate students.

Since the founding of the AACSB, collegiate education for business has grown at a phenomenal rate. Presently, one out of every seven degrees awarded by colleges and universities in the United States is in business administration.[13] About 15 percent of all male students who register in colleges and universities follow programs in this discipline.[14] In 1963, in business administration and commerce, a total of 53,864 bachelor's and first professional degrees were awarded and 5,847 master's and second level professional degrees.[15] Their fields of specialization are many with accounting in the lead followed closely by marketing and finance. Other study areas with one-half to two-thirds as many students are industrial relations; office management; general business; insurance; and administration, policy, and management.[16]

The majority of AACSB member schools offer the doctorate, and many more are in the process of developing doctoral programs. Some of the leading business schools still offer the Ph.D. degree in either economics or business administration through their graduate schools rather than directly. Other business schools have moved to the doctor of business administration degree (D. B. A.) and in so doing have waived certain requirements for the Ph.D., notably the requirement of at least a reading competence in two foreign languages. Because of this variation it is difficult to determine just how many doctoral degrees are granted each year by the business schools. In 1963-64 it was estimated at 290.[17]

Policies and Activities of the Business Schools

In the space available in this volume, one can comment only briefly on the development of the American business schools, and on their policies and activities. Therefore, the reader is referred to a recently published book, The American Association of Collegiate Schools of Business, published in May, 1966, by Richard D. Irwin, Inc. It is a commemorative volume covering the first half century of the American Association of Collegiate Schools of Business. It provides a wealth of information which cannot possibly be presented in this study. Here, only a few comments will be made in regard to the policies followed and activities engaged in by the great majority of the business schools, particularly those which have graduate status and substantial financial resources.

Professional Status

The business courses first offered were usually developed in departments of economics. These departments traditionally offered courses in accounting, statistics, and in finance, but more often public finance or courses under such names as "money and banking" or "money and credit" rather than corporation finance. Gradually other courses were added, among them, in marketing. But business education did not thrive under economics, partly because economists had not developed a proper respect for some of the newer fields such as marketing, personnel management, administrative practice, and business policy. Those people intensely interested in this new discipline soon became convinced that if business education was to prosper, it would have to attain higher organizational status; that the "smothering effect" of having minor status in older departments would have to be overcome. Therefore, college or school status was sought and attained in many institutions. Schools of business administration joined others such as law, medicine, and engineering as recognized professional schools on American campuses. And with this recognition came substantial progress in curricula development, teacher training at the Ph.D. level, increases in student enrollment, and multitude of activities directed at the business community.

Research and Publication

At the outset research and publication was stressed, in all probability as an outgrowth of recognized need. And research activity is a continuing concern, particularly of the graduate business schools. The wealth of business literature which has appeared in the past few decades is mute evidence of this fact. Many of the schools established research affiliates--bureaus of business research, bureaus of industrial relations, and a host of other bureaus, institutes, or centers in which research and publication was concentrated. School faculties were often thought of as the staffs of such research units and, in fact, were just that, as these organizations served as workshops for faculty members, graduate students, and some full-time research persons. It is rather common in the United States to give faculty members released time from teaching in order to permit concentration on research projects, often on those being undertaken in research bureaus or institutes.

Cooperation with the Business Community

From the time of their establishment, the American business schools have always sought close and cooperative contacts with the business community. Undoubtedly, the extent of such cooperation varied markedly between schools, but there was little disavowal of the need for a close relationship. If it was not present in particular instances, the probable reason was a lack of time or financial resources to bring it about. One very important reason for it was the need to acquire teaching materials. In the early years of the business schools there was a dearth of teaching materials in some subjects, for instance, in marketing research. Some of the studies made by business concerns were invaluable to instructors. Often they were severely criticized before students, and some of this criticism undoubtedly got back to the companies which furnished the materials. In a sense, the university instructors and company research personnel learned together how studies should be made, and what pitfalls should be avoided.

Another reason for cooperation was the development of the case method of instruction, principally, for many years, by the Harvard Business School. Preparation of cases demanded close cooperation and, once established, it later encompassed other activities as well, notably executive development programs. Then, also, when graduates of the business schools got into positions of authority and responsibility, it was "natural" for them to consult their favorite instructors for counsel. But the overriding fact was that both the business community and the business schools recognized that they had much to learn from each other; that they could both operate more effectively if they worked in harmony rather than at cross purposes. Isolation of the business schools from the realities of business life makes no sense at all, and this fact was soon recognized in the early years of the business schools' development.

Adult Education -- Executive Development Programs

Apparently, no other activity of the graduate business schools has grown more rapidly in the past decade or so than adult education. The programs range all the way in time from short conferences to a full year of instruction. Some of these programs are specialized in subject matter, for instance, a program in statistical quality control; others are general in that they offer instruction in a range of subjects. A recent one offered instruction in various topics under three general headings, 1) The Economic and Governmental Environment, 2) Management Decision Making, and 3) Human Relations in Management. Participants are sent by their companies to these programs with all expenses paid. Usually, the men live and study together in dormitories. As a result of this arrangement, it is often stated that the informal discussions between them are just as productive as the formal sessions with their instructors.

All programs have not been equally successful, in fact, some have failed to draw the requisite number of participants and have been discontinued. Nor are all faculty members successful in dealing with "businessmen" students. A certain practicality is needed, also a lack of dogmaticism on the part of instructors. Yet these programs, many of them having been offered continuously for a decade or more, are a permanent feature of the overall activity of American business schools. Apparently, they have filled a need in view of the growth of knowledge in business management and, therefore, the need to "go back to school" now and then.

Adult Education in Business Administration--Nonuniversity

Our previous discussion has largely been concerned with business education in academic institutions. It does predominate in the United States but, nevertheless, there are many associations and research organizations not affiliated with the colleges and universities which have made a substantial contribution to business education, and this contribution must be recognized. Any listing of these institutions is hazardous simply because it implies ranking in regard to performance, but some of them surely deserve mention and more description of their activities than available space will permit in this volume. Among these are the American Management Association, the National Industrial Conference Board, Inc., and the Committee for Economic Development. Each of these organizations do or at least sponsor significant research in business management and in environmental studies. They publish both research studies and conference proceedings which are widely used both by business concerns and by colleges and universities which have business programs. In addition, the American Management Association and the National Industrial Conference Board hold management conferences which attract large numbers of businessmen. Trade associations established by particular industries are also active but more in communication than in basic research.

C. MARKETING EDUCATION

The beginning of marketing education in the United States was an event of the early twentieth century. In fact, the first course offered in an American university was started in 1902 at The University of Michigan. By 1910, there were a number of courses designated as marketing included in the curricula of universities; and other courses covered topics which we now consider marketing. The growth in marketing education has paralleled that of the business schools and, therefore, has been rapid, especially since the end of

World War II. Now a vast majority of the universities and many colleges have marketing courses, and many of them a full complement of courses.

Teaching materials must have been severely limited, both in quantity and quality, in the first decade of the century when marketing education was started,for it was not until the following decade that books in marketing were published. One of these, in 1916, was The Marketing of Farm Products by L. D. H. Weld; another, also in 1916, was The Wool Industry, by Paul T. Cherington. While this book was not "all marketing" there was much of marketing in it. Mr. Cherington also wrote a book, The Elements of Marketing, which was published in 1920, and a book on advertising in 1921. The first complete text on marketing, by Professor Fred E. Clark of Northwestern University, entitled Principles of Marketing,was published in 1922. It had wide acceptance as a text for a first course in marketing throughout the country.

In the past few decades the literature of marketing has grown apace and now there are written materials on virtually every marketing topic. At times they are illusive but diligent search is usually successful. By no means are all of the items published of high quality; but there is ample evidence that the literature is improving and, therefore, that the situation is a hopeful one. Now there is no dearth of teaching materials. Rather, the problem is to keep abreast of new publications in the form of books, monographs, articles, and conference proceedings. A recent development is the appearance of relatively short books on highly specialized marketing topics. This would be expected as a field of knowledge grows, and after there has been research in depth on particular topics.

The Marketing Science Institute Study

Much of our discussion of marketing education will be taken from a Marketing Science Institute (MSI) study, Marketing Education in the United States, by Professor David J. Luck of Southern Illinois University, formerly of MSI, published in late 1964. For those readers who wish more information than the summarization here provided, the MSI study should be consulted. The data were obtained through an extensive questionnaire directed at the member institutions of the American Association of Collegiate Schools of Business (AACSB). At that time there were 108 members, but now (June, 1966) there are 117. Each member was asked to furnish information for the two academic years, 1959-60 and 1962-63. They were also asked to make certain estimates for the 1965-66 academic year. Of the 108 member institutions of AACSB 101 furnished the data requested.

The MSI study had two basic objectives: 1) To provide a measure of recent changes in the scope of marketing education and estimates of near-future trends; 2) To identify the subjects making up the marketing curriculum in business schools and to identify the recent changes that have taken place in course offerings, together with estimates of expected changes. In order to meet these objectives each school was asked to furnish the following information:
1) Class enrollments in marketing and in all business school

courses as a group for the two academic years, 1959-60 and 1962-63; 2) A breakdown of enrollments on the basis of day school undergraduate, day school graduate, and enrollment in evening classes; 3) A classification of specific courses offered into one of seven preselected categories, and 4) Enrollments for the 1959-60 and 1962-63 academic years in each specific course and, in addition, the anticipated change in enrollment between 1962-63 and 1965-66.

It was recognized that this study has certain limitations. First, it covers only the AACSB member institutions or about one-eighth of all colleges and universities which offer marketing courses. Those institutions in AACSB are, nevertheless, the pace setters in business education. Second, AACSB members are required to maintain certain standards, thus their curricula may be atypical. Third, the study is a statistical one and, therefore, does not include much attitudinal information. Fourth, variation in classification by respondents is to be expected, as each classified his institution's courses into predetermined categories. Fifth, all institutions did not provide all the information requested, but these data gaps are not considered significant.

Summary of Findings

Some of the principal findings of the MSI study are as follows:

1. Among respondent schools, 1962-63 marketing course enrollments accounted for about one-eighth of all business school course enrollments. The figure for 1959-60 does not differ greatly (Table 3).

TABLE 3

DISTRIBUTION OF ENROLLMENTS BY TYPE OF PROGRAM, 1962-63

(in thousands)

Program	Marketing Courses		All Business School Courses		Mktg. as percent of all courses
	Number	Percent	Number	Percent	Percent
Day Undergraduate	75.8	74.6	553.9	73.3	13.7
Day Graduate	14.3	14.1	91.6	12.1	15.6
Evening	11.5	11.3	110.0	14.6	10.5
Total	101.6	100.0	755.5	100.0	13.4

Note: The totals shown here do not always agree with totals on succeeding tables because different groups of schools are included in certain tabulations.

2. About three-fourths of all enrollments in marketing courses, as well as in all business school courses, during both periods in question were in day undergraduate programs.

Between the periods 1959-60 and 1962-63, the enrollment increase in marketing courses was only 5.7 percent. The enrollment increase in all business school courses was 8.0 percent. Yet the day graduate segment of both marketing and business school enrollments experienced a rapidly increasing growth rate, one of about 24 percent in each instance (Table 4).

TABLE 4

DISTRIBUTION OF ENROLLMENTS BY TYPE OF PROGRAM, 1959-60 and 1962-63

(in thousands)

Program	Marketing Courses				All Business School Courses			
	1959-1960	1962-1963	Change 59-60/62-63 #	Change 59-60/62-63 %	1959-1960	1962-1963	Change 59-60/62-63 #	Change 59-60/62-63 %
Day Undergraduate	72.2	75.8	3.6	5.0	522.4	553.9	31.5	6.0
Day Graduate	11.5	14.3	2.8	24.3	73.6	91.6	18.0	24.5
Evening	12.4	11.5	(.9)	(7.3)	103.7	110.0	6.3	6.1
Total	96.1	101.6	5.5	5.7	699.7	755.5	55.8	8.0

3. By 1965-66 a majority of the respondents expected gains exceeding five percent in their day undergraduate and day graduate marketing enrollments, as well as in their total business school enrollments. The consensus seems to be that little or no change will take place in evening class enrollments (Table 5 and 6).

TABLE 5

DISTRIBUTION OF 1965-66 MARKETING COURSE ENROLLMENT FORECASTS

(in percent)

	Percentage of Schools Expecting				
Program	Decrease (-6% or more)	Little Change (± 5%)	Moderate Increase (+6 to 15%)	Substantial Increase (+16% or more)	Total
Day Undergraduate	5	36	35	24	100
Day Graduate	1	30	31	38	100
Evening	16	59	15	10	100

TABLE 6

DISTRIBUTION OF 1965-66 BUSINESS SCHOOL COURSE ENROLLMENT FORECASTS

(in percent)

	Percentage of Schools Expecting				
Program	Decrease (-6% or more)	Little Change (± 5%)	Moderate Increase (+6 to 15%)	Substantial Increase (+16% or more)	Total
Day Undergraduate	7	26	41	26	100
Day Graduate	1	17	30	52	100
Evening	12	51	22	15	100

4. Of the seven designated approaches to marketing education, the Introductory and Functional categories together comprise about two-thirds of the respondent schools' marketing course enrollments in 1960-63. The same was true for 1959-60 (Table 7).

5. For all programs combined (day undergraduate, day graduate, evening), both the Functional and the Industry and Institutional approach categories experienced declining enrollments between 1959-60 and 1962-63. All the remaining categories have increased enrollments, with the largest absolute increases in the Introductory (Principles), Management and Policies, and Analytical approach categories (Table 8).

TABLE 7

DISTRIBUTION OF MARKETING COURSE ENROLLMENTS
BY APPROACH CATEGORY, 1962-63

	Total Marketing		Day Undergraduate		Day Graduate		Evening	
Approach Category	Enrollment	% of Total	Enrollment	% of Total	Enrollment	% of Total	Enrollment	% of Total
Introductory	39,647	37	32,105	40	2,956	22	4,586	39
Functional	29,206	28	23,632	29	1,738	13	3,836	34
Industry and Institutional	13,302	13	11,034	13	1,287	9	981	8
Management and Policies	11,017	10	6,197	8	3,363	24	1,457	12
Theory	1,785	2	610	1	895	7	280	2
Analytical	7,522	7	5,455	7	1,590	12	477	4
Seminar	2,538	2	568	1	1,846	13	124	1
Miscellaneous	898	1	898	1				
Total	105,915	100	80,499	100	13,675	100	11,741	100

TABLE 8

MARKETING COURSE ENROLLMENT CHANGES BY APPROACH CATEGORY, 1959 to 1962

Approach Category	Total Marketing No. Enrollments			Day Undergraduate No. Enrollments			Day Graduate No. Enrollments			Evening No. Enrollments		
		Change 1959 to 62			Change 1959 to 62			Change 1959 to 62			Change 1959 to 62	
	1959-60	Number	%	1959-60	Number	%	1959-60	Number	%	1959-60	Number	%
Introductory	35,286	4,361	12	28,437	3,668	13	2,057	899	44	4,792	-206	-4
Functional	29,973	-767	-3	23,580	52	*	1,493	245	16	4,900	-1,064	-22
Industry and Institutional	13,612	-310	-2	11,622	-588	-9	858	429	50	1,132	-151	-13
Management and Policies	7,866	3,151	40	4,697	1,500	32	2,185	1,178	54	984	473	48
Theory	1,377	408	30	451	159	35	662	233	35	264	16	6
Analytical	6,275	1,247	20	4,587	868	19	1,187	403	34	501	-24	-5
Seminar	1,956	582	30	466	102	22	1,400	446	-32	90	34	38
Miscellaneous	889	9	1	889	9	1						
Total	97,234	8,681	9	74,729	5,770	8	9,842	3,833	39	12,663	-922	-7

* Less than 0.5% change

6. In 1962-63, it was expected that marketing course enrollments would increase by the 1965-66 academic year but that the increase would be of moderate proportions. Yet about one-third of all respondents expected a substantial increase (over 15 percent), expecially in the Introductory, Management and Policies, and Analytical categories (Table 9).

TABLE 9

DISTRIBUTION OF 1965-66 MARKETING
COURSE ENROLLMENT FORECASTS
BY APPROACH CATEGORY

Approach Category	Percent of Schools Expecting				
	Decrease Over 5%	Little Change (±15%)	Moderate Increase (6-15%)	Substantial Increase (Over 15%)	Total
Introductory	5	31	33	31	100
Functional	8	45	29	18	100
Industry and Institutional	7	47	28	18	100
Management and Policies	3	31	31	35	100
Theory	5	35	35	25	100
Analytical	6	32	32	30	100
Seminar	2	31	32	35	100

7. Among individual subject classifications, Principles courses ranked first in enrollments during 1962-63, followed by Advertising, Marketing Management, Retailing, Sales Management, Marketing Research and Analysis; and Salesmanship courses. Marketing Management and Marketing Research courses recorded the largest absolute enrollment gains (after Principles courses) between 1959-60 and 1962-63. Salesmanship, Retailing, and Wholesaling courses experienced the largest absolute declines.

8. Some of the 1962-63 marketing course offerings were part of a "core" group for all business students; others were also required of all marketing majors. About one-fourth of the total were elective courses.

9. The respondents' future plans or expectations point toward a net decrease in marketing course offerings.

TABLE 10

MARKETING COURSE ENROLLMENTS BY SUBJECT CLASSIFICATION

Subject Classifications	Number of Enrollments 1959-60	1962-63	Percent Change
INTRODUCTORY			
Principles	35,544	38,628	12
Marketing Management (Introductory)	308	569	85
Miscellaneous	86	156	81
FUNCTIONAL			
Advertising	12,836	12,777	-1
Salesmanship	6,604	5,275	-20
Sales Management	4,956	5,376	9
Pricing	56	138	146
Purchasing	1,218	1,068	-12
Transportation, Traffic	1,803	2,092	16
Management, Physical Distribution	1,803	2,092	16
Credit and Collection, Credit Management	1,248	1,135	-9
Marketing Law, Business and Government	42	91	117
Communications, Public Relations	416	623	50
Miscellaneous	182	135	-26
INDUSTRY AND INSTITUTIONAL			
Agricultural Marketing	98	125	28
Industrial Marketing	1,659	1,769	7
International Marketing	1,349	1,604	19
Retailing, Merchandising	7,615	6,982	-9
Wholesaling	1,322	863	-35
Trade Associations	48	29	-40
Defense Marketing	-	135	-
Channels of Distribution	217	537	148
Miscellaneous	561	652	18

TABLE 10 (Continued)

MARKETING COURSE ENROLLMENTS BY SUBJECT CLASSIFICATION

Subject Classifications	Number of Enrollments		Percent Change
	1959-60	1962-63	
MANAGEMENT AND POLICIES			
Marketing Management	6,045	9,048	50
Marketing Policies (taught as separate course)	605	758	25
Miscellaneous	930	971	4
THEORY			
Marketing Theory	161	256	59
Market and Consumer Behavior	589	943	60
Price Theory	381	386	1
Miscellaneous	246	200	-19
ANALYTICAL			
Advertising Research	149	206	38
Marketing Research and Analysis	4,326	5,350	24
Retail Research, Merchandise Control	24	47	96
Sales or Economic Forecasting	732	689	-6
Distribution Cost Analysis	179	205	15
Miscellaneous	726	912	26
SEMINARS AND INDEPENDENT STUDY			
Readings, Current Problems	90	235	161
Thesis, Dissertation Research	329	322	-2
Readings, Seminars--Unspecified	1,196	1,485	24
Readings, Seminars--Specified	341	496	46
Miscellaneous (work-study programs, etc.)	889	898	1
TOTAL	95,106	104,166	10

The reasons behind the failure of marketing course enrollments to achieve the higher growth rates reported for business school courses as a whole can only be conjectured. Probably the principal reason is that there are new subjects in business school curricula which withdraw students from courses in the basic functional areas. Quantitative methods programs, additional attention to the field of human relations, and programs in international business all have had increasing attention recently in American business schools. Each of these is concerned in part with the field of marketing, but the fact remains that business school students now have more alternatives and the enrollments in courses in any one field may be decreasing while total enrollment increases.

The MSI study also indicates a probable contraction in the number of marketing courses offered by the business schools. Perhaps this is a desirable trend, or at least there are telling arguments for it. It is doubtful whether any other functional area lends itself more to a proliferation of courses than marketing. The sheer number of courses in marketing offered at some institutions is surprising to say the least. Presumably there could be a course in the marketing of every product, but this patently would be unwise. A "healthy" curriculum is one in which courses come and go. At least the trend seems to suggest that contraction was in order while, concurrently, some new courses were being added. Table 9 shows that enrollment increases in marketing courses were expected by 1965-66 despite contraction in the number of marketing courses offered.

Adult Education in Marketing--Nonuniversity

Again, as in business administration as a whole, we must recognize the contribution to education of nonuniversity institutions. The American Management Association, founded in 1923, "is an educational membership organization for professional managers which provides the training, research, publications, and information required by management people to do a better job."[18] It has a Marketing Division, also a Packaging Division and a Purchasing Division, all of which are concerned with marketing problems. The scope of the associations' "teaching program" is given in its announcement, Course Program, January-September, 1966. This announcement lists short courses, usually of one-week's duration, in Anti-Trust and Trade Practice Regulation, Advanced Course in Marketing Research, Advertising Management, General Sales Management, Product and Brand Management, Sales Training, Management of Salesmen, Marketing, and Marketing Research. Many of these courses have been given more than once during the nine-month period, at different locations. The Purchasing Division offered similar courses in Physical Distribution Management, Purchasing Management, and Transportation Management. Literally thousands of businessmen attend the management courses each year. In addition, the association has a large research and publication activity.

The National Industrial Conference Board, Inc., founded in 1916, is an independent and nonprofit institution for business and industrial fact-finding through scientific research. Its research studies, many of which are in the field of marketing or closely related to it, are of uniformly high quality. Its series of studies, Experiences in Marketing Management, Studies in Business Policy, and Studies in Personnel Policy, are of interest to marketing educators. The Experiences in Marketing Management series is relatively new, as the first study, *Field Sales Management*, was published in 1962. The Conference Board holds an annual marketing conference which attracts considerable attention and wide participation.

Most marketing educators throughout the world are reasonably familiar with the work of the American Marketing Association. While it does not have a research staff, research is sponsored and many books and monographs have been published. Perhaps its chief contribution to marketing education is its conference program. A large number of marketing conferences are held each year, some arranged by the national association, others by its chapters. Proceedings volumes are published for the national conferences. In addition, the Association publishes the *Journal of Marketing*, now in its thirtieth year, and the *Journal of Marketing Research*, a quarterly review which was established in 1964. These journals have wide distribution in the United States and a considerable foreign circulation. The articles included are frequently used by marketing educators for class assignments.

The most recently established marketing research organization--one which will make a great contribution to marketing education in the years to come--is the Marketing Science Institute of Philadelphia established in 1962. Twenty-nine of the leading corporations in the United States are charter sponsors of MSI. Now (June, 1966) there are also twenty-one members in a different membership classification.

This is a research organization--not one which expects to engage in the teaching of marketing subjects either to students or businessmen, but conferences have been held in which the staff reports to the trustees and to personnel of the charter and member companies on the research studies being made. The publications to date have been of excellent quality and have received wide attention, both by the academic and business communities.

Finally, the educational activities of National Sales and Marketing Executives should be mentioned. This large organization with a diverse membership of people, in some manner associated with selling, has engaged for many years in the training of sales managers. Summer programs are held on university campuses which feature the personnel aspects of marketing management.

In view of the extensive activities of the nonuniversity sector in marketing education, one might question whether this sector duplicates the offerings of the universities. The answer is largely in the negative. A knowledge of the social sciences and of quantitative methods, the application of each to the field of marketing, the basic framework of marketing in the American economy, and an introduction to business policies and practices is given in the universities. The work of the nonuniversity sector is truly complementary. In general, it deals with current business problems, the setting in which they arise, and means for their solution. Of course, there is no precise demarcation between the areas of contribution of the two sectors, rather, it is a matter of emphasis. Moreover, they are divorced in time, and thus the nonuniversity sector makes possible a continuation of education after graduation. The universities also make a contribution here through their continuing education programs. Such efforts are necessary in an expanding field such as marketing. Therefore, a liberal education in literature, science, and the arts; university education in business administration, with some specialization in marketing; and its continuation at the adult level all are necessary to attain a large measure of competence in the performance of marketing tasks.

XX. FOOTNOTES

1. This chapter was prepared by Dr. D. Maynard Phelps, University of Michigan, partly on the basis of the Marketing Science Institute report Marketing Education in the United States (David J. Luck), 1964.

2. In the absence of national administration as such, the Federal Government maintains the U. S. Office of Education in the Department of Health, Education, and Welfare. This office has the responsibility for collecting educational statistics and issuing various reports, advising states on educational matters, and supervising expenditures of certain funds as specified by law. The only areas in which the Federal Government exercises full educational authority are in the school system of Washington, D. C., military schools (West Point, Annapolis, and Air Force academies), Indian education, and Alaskan schools.

3. In accordance with the First Amendment to the Constitution requiring separation of church and state, no tax funds can be used to aid church schools. By a court decision in the Everson case in 1947, public funds may now be used for bus transportation of children to parochial schools as a public welfare benefit. In 1960, 15 percent of all children were enrolled in nonpublic schools, with 90 percent of these attending Roman Catholic schools.

4. Digest of Educational Statistics, Washington, D. C.: Superintendent of Documents, U. S. Government Printing Office, 1965, Table 38, p. 54.

5. Ibid., Table 7, p. 14.

6. Great Britain, Committee on Higher Education, Higher Education, Appendix V to the Report of the Committee appointed by the Prime Minister under the Chairmanship of Lord Robbins, 1961-63, Cmnd. 2154-V (London: Her Majesty's Stationery Office, 1964), p.167.

XXI. WEST GERMANY [1]

A. GENERAL EDUCATION SYSTEM

Background

After World War II, Germany was faced with a unique opportunity to completely rebuild and modernize her educational system to meet the demands of a postwar industrial society. Not only was vast reconstruction of schools necessary, but also a political reorientation of both teaching staff and educational principles. To aggravate the situation, a shortage of teachers prevailed since many had been discharged for political reasons.

In view of the number and magnitude of problems as well as "the absence of a reasonably well-defined spirit of the German community as a whole, educational energies, lacking a definitely circumscribed goal, were at a low ebb."[2] To fill the educational vacuum, the occupational powers replaced the politically oriented system with the traditional, pre-1933 system based on Prussian principles of selective education.

Primary and Secondary Schools

Though this pre-1933 system basically still remains today in Western Germany, efforts are now being made to reduce early selectivity and to expand opportunities for all children. Children begin primary school (Volksschule) at age six, and 75 to 80 percent finish their total schooling here at the age of fourteen or fifteen. (All children leaving school at fourteen must, however, attend a day continuation school, a Berufsschule, (trade school) at least one day a week.

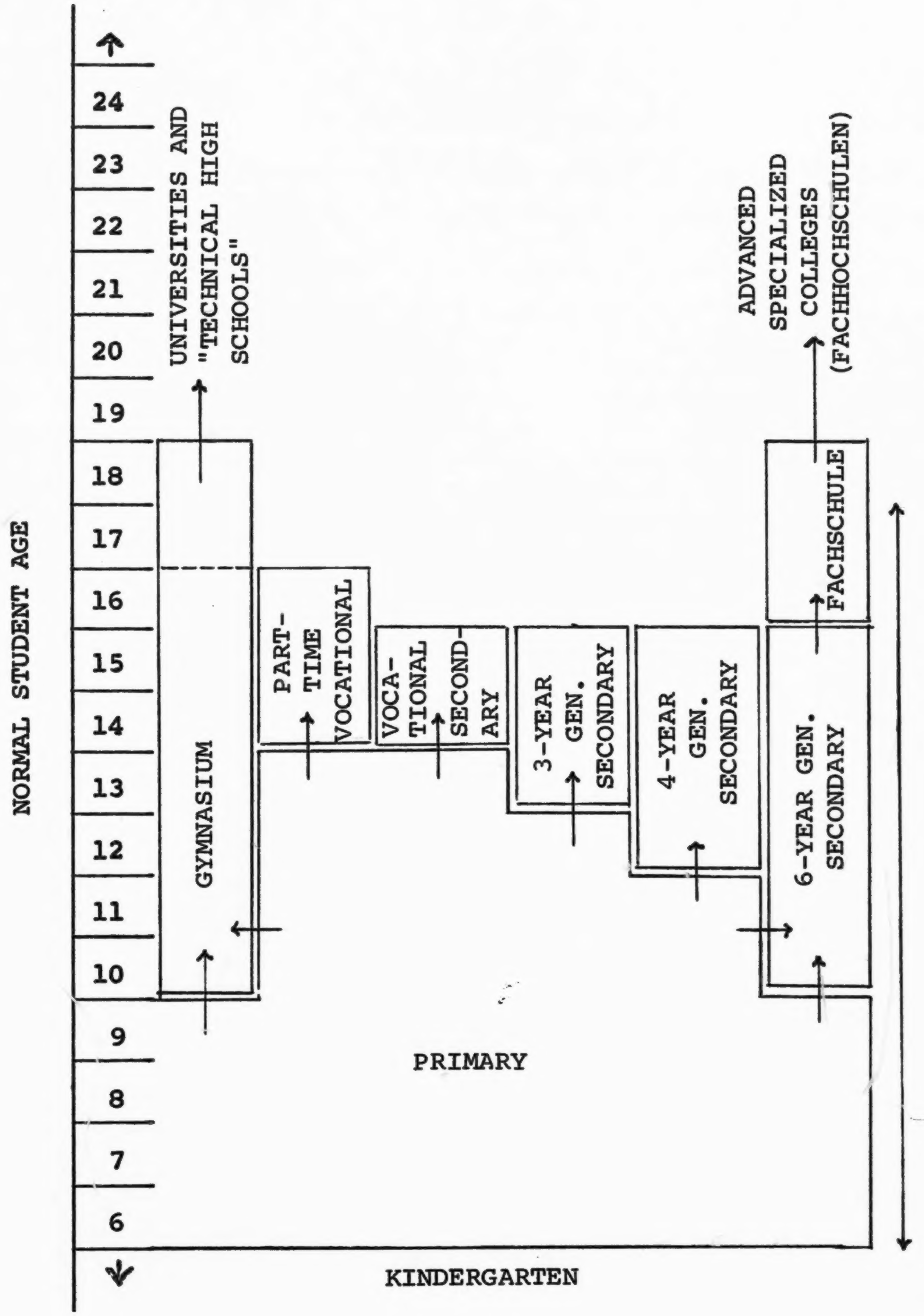
The remaining 20 to 25 percent of primary school children transfer at age ten to either a Mittelschule, terminal secondary school attended until age sixteen, or a Gymnasium an academic secondary school attended until age nineteen. (See Table 1 for educational chart.) There are four types of Gymnasien: one specializing in mathematics and science, a second in modern languages with social sciences, a third in classical languages, and a fourth in economics. In all Gymnasien, mathematics is compulsory; in fact, there is a strong mathematical orientation in all German schools. At the end of the Gymnasium program, the Abitur examination is taken, permitting university entrance. (Those having pursued the economics line are restricted to economics study.)

Of the less than 16 percent of the appropriate age group attending the Gymnasium, more than half do not complete the course, thus being barred from university entrance. This has resulted in such a limited recruitment basis for universities that a second road to higher education (Zweiter Bildungsweg) has been made available. It is now possible for those attending Mittelschule to proceed to a technical or commercial college (Fachschule or Akademie), graduation from which (and attainment of good grades) qualify for admission to certain university studies. However, the number of students using this route to the university has so far been insignificant.

Administration of the primary and secondary school system is carried out by the individual state (Land), while the Ministers of Education of each state convene in order to

TABLE 1

WEST GERMANY



NORMAL STUDENT AGE
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12
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8
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6
UNIVERSITIES AND "TECHNICAL HIGH SCHOOLS"
GYMNASIUM
PART-TIME VOCATIONAL
VOCA-TIONAL SECOND-ARY
3-YEAR GEN. SECONDARY
4-YEAR GEN. SECONDARY
6-YEAR GEN. SECONDARY
FACHSCHULE
ADVANCED SPECIALIZED COLLEGES (FACHHOCHSCHULEN)
PRIMARY
KINDERGARTEN

coordinate their respective systems. Public schools offering general or vocational courses are either financed jointly by the state and municipality, or by the municipality alone. In joint financing, the state generally pays the cost of staff while the municipality pays maintenance. Administration of higher education and large vocational schools is generally financed by the state, which also makes school building grants to the municipalities.

Higher Education

According to the 1960 report of the Council for Arts and Science, higher education is offered by 18 universities, five universities with limited teaching and research, eight technical colleges, and five state colleges of philosophy and theology. A much more generous estimate of number of institutions of higher learning, including teacher-training colleges, is over 100.

German universities are traditionally of high prestige; orientation is strongly theoretical and great emphasis is placed on research.

> "The tradition of academic freedom developed in German universities during the 19th century had worldwide influence. It enshrined the university as an institute of outstanding prestige devoted to the advancement of learning. The essential function of the university professor was the pursuit of knowledge, which involved the right to carry out research at will in congenial subjects. Teaching was clearly a subordinate task and was primarily devoted to the training of future research workers."[3]

Clearly, the university's aim has not been to provide professional training, but "to serve the purpose of promoting learning per se, and to leave professional preparation of its students to attached institutes."[4] Therefore, the teaching of applied techniques has sprung up outside the university, especially in technical colleges. In some cases, these have been absorbed into university faculties.

The doctorate is the highest degree conferred in German universities and is awarded after five to seven years of study, preparation of a thesis, and doctoral examinations. Before obtaining a doctorate, diplomas are awarded after three to five years of study and taking diploma examinations in individual subjects.

In theory the German student has complete academic freedom to select university and program of study, as well as to move freely between universities. In practice, he is obliged to take certain courses if he wishes to enter a profession--only the doctoral candidate exercises real academic freedom. Because of lack of an organized study program, considerable self-discipline is required on the student's part. In addition, since he may receive little or no counseling at all, as well as fail to select appropriate courses, chances of his dropping out are fairly high. The degree of wastage in German universities has been estimated at as high as 45 percent.[5]

Though a doctorate is necessary only for students intending to go into university teaching, a large number without such intentions take the degree for prestige reasons. The path to the coveted goal of professorship is long and arduous: in addition to the minimum five years of study, an additional five to six years years are needed to write an advanced thesis, which must be defended before the entire university staff in that field. The successful candidate receives the Habilitation and is thus qualified to teach in a university with the title of Privatdozent. However, it may still be another several years before he reaches the rank of professor.

As the candidate must support himself until he obtains the Habilitation which qualifies him to receive lecture fees, few can afford this long program of studies. Consequently, there is considerable shortage of staff in German universities, especially in the humanities where outside means of support are more difficult to come by. In some faculties, the student-staff ratio may be as high as 450 to 1.

Current Problems

The problems faced by German universities after the war followed a different pattern from those of other European countries. Whereas all faced material reconstruction, only German universities had to deal with an increased number of students due to the country's singular high birth rate of the late 1930's. (In other countries, this need for expansion had come later as a result of the postwar baby boom. Germany experienced a decline in birth rate after the war.)

The resultant pressure made changes and curricula improvement difficult. As one German educationalist pointed out, "the excessive strain on staff and facilities may ruin all efforts being made to attain a reform of higher education."[6] However, a long-term plan presented in 1960 by the Council for Arts and Science foresees a vast expansion program for universities; it includes splitting up the faculties, increasing the number of chairs, and instituting a reform of the Kolleggeld (additional lecture fees) system. It is hoped that this program will serve in democratizing higher education, making it available to more aspirants.

B. BUSINESS EDUCATION

Just as professional training is not the avowed function of universities, so there is feeling among German businessmen that theirs is a profession that cannot be taught. Granick perhaps overstates the case but, nonetheless, seems to have caught some of the undercurrent: "Genuine executives cannot be trained. A 'calling' (Beruf) is not something to be learned in a training program. Top executives can be further integrated into entrepreneurship through participation in a seminar with their equals; their ideological resolve can be strengthened by such a program, but this is all that can be done."[7]

Thus, as might be expected, there are relatively few management development programs in West Germany. These mainly consist of three-day or one-week seminars (in the European Guide to General Courses in Business Management, OEEC, 1960, only six are listed, all being of short duration except for one which lasts a year). According to Granick, the course with probably the highest prestige, though not listed by OEEC, has been held by the Baden-Baden Institute of Management since 1956. This is a three-week course, in which discussion leaders are top businessmen, with no instruction by experts or technicians. "The belief is espoused that only top men of industry can guide top men of the near future. Only they, and not university professors or experts employed by business, can inculcate the attitudes which make for 'entrepreneurship' in German society."[8]

Top management is recruited early, but there seems to be no particular educational route as in France ; for example, a study conducted in the 1950's by a German business authority, Heinz Hartmann, revealed that over half of those Germans classified as top management held either scientific or engineering degrees, the balance being equally divided between law or business economics. All had some speciality, and none considered themselves as all-around men.[9] Though at the undergraduate level little attention is given to management education, the technical universities at Munich and Aachen have offered postgraduate courses in management subjects since 1955.

C. MARKETING EDUCATION

Development of the Marketing Discipline

Germany is certainly not the only country in which marketing as an academic subject has developed as an integral part of economics; and as in many countries, this close connection has not always been to marketing's advantage. Furthermore, German economics suffered for decades from a methodological dispute between different schools of thought, especially the "historical" and "theoretical" schools. The "historical" school did not accept causation chains in the field of economics, while the "theoretical" school tried to interpret causalities by the method of abstraction. Today, verbal-logical deduction and heavy application of mathematical methods dominate the field.

The history of marketing education's assimilation into academic economics' programs also explains some of the relationships between these two disciplines. In the beginning of this century, demand for vocational business school teachers, as well as need for better trained middle management, particularly in larger firms, gave rise to the foundation of certain colleges which offered a more advanced commercial education. To achieve academic status, these colleges were then gradually integrated into universities--faculties of economics were the logical hosts.[10] (One exception: Wirtschaftshochschule Mannheim is still independent.) As in other countries, courses offered by these institutions during the first decades emphasized accounting and institutional problems. Marketing problems, in the modern sense of the work, were not recognized until much later.

The development of marketing studies under the wing of economics has also resulted in certain isolation of this discipline from the realities of actual business life. In contrast to marketing, the science of economics does not vary with the vicissitudes of business; thus its anti-practical orientation has impeded the progress of marketing education.

It might be expected that in West Germany great educational emphasis would be placed on marketing since it is given an importance in business that is unparalleled in other countries. Sales has been the key word in the remarkable recovery of West Germany since the war. In addition, the Germans are highly export-minded by tradition and are accustomed to exploring new markets. This and the growth of competition due to the Common Market should have had an impact on education. It seems, however, that the postwar boom in West Germany has actually put a brake on interest in marketing. Since all goods produced could be sold, the need for an integrated marketing organization was scarcely felt. Apparently, it was not until stiff competition arose from Common Market countries that West Germany awakened to its need for organized know-how in this field.

Marketing Today in Universities

Higher education in marketing and related disciplines is offered at universities, special business colleges, and technical colleges. The economic discipline in West Germany is divided into two parts: Political Economy (Volkswirtschaftslehre), dealing primarily with macroeconomic problems, and Business Economy (Betriebswirtschaftslehre), approaching problems from an individual enterprise's point of view. Though these two parts are quite separate, recent recognition of their mutual dependence is slowly tending to close the gap. Similar communication is developing between economics, as such, and certain behavioral sciences.

Entrance conditions are 13 years of basic schooling and passing of the final Abitur examination. Length of studies required to graduate as a Diplom-Kaufmann (Dipl. Kfm.) or a Diplom-Volkswirt (Dipl.Volkswirt) is four years, while the doctoral degree (Dr.rer.pol.) takes an additional two to three years. Thus, most Dipl.Kfm. students graduate at about age twenty-four, and doctoral candidates obtain their degree at twenty-six or twenty-seven. The concept of the German university as a seat of learning and research, rather than as a center for professional training, also provides an indication as to the lines that marketing study so far has followed. Much research is of

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a highly theoretical and abstract nature with heavy concentration on areas such as location theory and certain aspects of microeconomics. Equally, the traditions of sociology and psychology are evident in market research studies. As previously indicated, application of mathematical methods is now steadily gaining momentum. Many economists, however, refute the mathematical emphasis on the grounds that, in both economics and marketing, theory and reality are neglected for the sake of methodological development.

Until very recently, business economics was taught entirely through the institutional approach: industry, banking, wholesaling and retailing, insurance, transportation, etc. Interestingly enough, a special line within the institutional framework also deals with elements of the cooperative movement; and certain technically oriented schools offer some courses concentrating on aspects of industrial marketing. Institutional problems related to foreign trade are treated in a few universities.

Though courses in wholesaling and retailing are still rather common (see appendix), a shift toward a more "functional" approach has become apparent in the last few years as evidenced by course titles such as Price Policies, Advertising, Assortment Policies, and Market Research.

The field of marketing management, or what has been called the managerial approach, is barely represented in German universities. Marketing policy and marketing theory are also neglected areas, the most closely related course offered being one on price policy. However, increased interest is being taken in the psychological aspects of marketing.

The marketing courses offered by the institutions in the appendix are usually begun during the second year of study. The lecture is the most common teaching method, but seminars are not infrequent. These generally relate to problems of wholesaling and retailing, including cooperatives; but marketing research and advertising subjects are also represented. Only five or six of the 22 schools offer a complete, balanced marketing program. All others appear to offer the subject as merely a supplement of a general or technical nature.

In addition to the courses in the appendix, there are also a number given within other faculties. For example, in the faculties of law, those courses related to marketing deal with subjects such as copyrights, cartel legislation, competitive restrictions, and advertising and trademark legislation. With regard to quantitative techniques touching on marketing, students of political and business economics are required to take courses in statistics (see appendix).

Though reliable figures on business or marketing enrollment forecasts were unobtainable, the following general table indicates the upward trend in the areas of Economics and Sociology.

Interdisciplinary Cooperation

Teachers of various disciplines occasionally organize mutual seminars: for example, business economists and statisticians (mainly dealing with applied statistics including sampling techniques); business economists, geographers, and sociologists (export trade); or business economists, sociologists, and psychologists (consumer attitudes and advertising).

TABLE 2

GERMAN AND FOREIGN STUDENTS: ECONOMICS AND SOCIOLOGY

A. Universities

	ss 1956*	ws 1963/64*		
		German Students	Foreign Students	Total
Freie Universität Berlin	1,310	2,414	113	2,527
Bonn	618	811	90	901
Erlangen-Nürnberg	177[1]	2,083	142	2,225
Frankfurt	2,390	2,529	151	2,680
Freiburg	492	741	38	779
Göttingen	430	1,417	59	1,476
Hamburg	2,012	3,323	226	3,549
Heidelberg	438	686	78	764
Kiel	253	441	29	470
Köln	4,881	5,315	437	5,752
Mainz	287	489	53	542
Marburg	401	488	23	511
München	2,977	3,596	219	3,815
Münster	540	1,809	62	1,871
Saarbrücken	-	1,462	79	1,541
Tübingen	526	670	48	718
Würzburg	147	900	26	926
Total	17,879	29,174	1,873	31,047

B. Business Colleges

Wirtschaftshochschule Mannheim		1,658	122	1,780

TABLE 2 (CONTINUED)

GERMAN AND FOREIGN STUDENTS: ECONOMICS AND SOCIOLOGY

C. Technical Colleges

	ss 1956*	ws 1963/64*		
		German Students	Foreign Students	Total
Aachen	-	237[1]	26[1]	263
Braunschweig	31	86	13	99
Darmstadt	-	-	-	-
Hannover	46	61	9	70
Karlsruhe	184	376	18	394
Stuttgart	223	130	16	146
Technische Universität Berlin	-	362	21	383
Total	484	1,252	103	1,355

[1] incl. social sciences

Source: Bevölkerung und Kultur, Reihe 10 Bildungswesen
V. Hochschulen 1959/60, ss 1963, ws 1963/64
Statistisches Bundesamt Wiesbaden

* ss: Summer semester
ws: Winter semester

The cause of marketing as a scientific discipline has also been furthered by university-associated research institutes, which work in close connection with business firms, trade associations, and the like.

Examples of areas of research in these institutes are:

1. Interfirm comparisons in retailing and wholesaling:

   The Institut für Handelsforschung at the University of Cologne undertakes studies of performance comparisons between individual firms within groups of wholesalers or retailers. Through this, inside information on retailing and wholesaling has been accumulated, thus enabling lecturers to base their teaching on factual data.

2. Costs and channels of distribution:

   The above-mentioned institute also undertakes research with respect to costs of distribution and alternative channels.

3. Marketing Research:

   In connection with the earlier mentioned school at Nuremberg, the Gesellschaft für Konsumforschung (Institute for Consumer Research), was created in 1934. Foundation was inspired by scientists concerned with obtaining data on consumer attitudes and distribution in general in order to support more theoretical analysis. The institute (now called GfK-Nürnberg-Gesellschaft für Konsum-, Markt-und Absatzforschung E.V.) has since increased its activity to encompass the entire field of marketing research and is still closely connected with the university through personal ties. The institute is also active in education per se and offers executive development courses in marketing, the first of which was held as early as 1936.

Personal ties also exist between the Freie Universität Berlin and the Institut für Markt-und-Verbrauchsforschung. Universities have similar ties in other fields of marketing, and one institute (Münster) is exclusively devoted to the field of textile marketing.

XXI. FOOTNOTES

1. Material for this chapter was collected and a preliminary report prepared by Dr. Clodwig Kapferer, Hamburg, Germany.

2. Erich Hylla and Frederich O. Kegel, Education in Germany (Frankfurt an Main: Hochschule für Internationale Pädagogische Forschung, 1954), pp. 7-8.

3. Great Britain, Committee on Higher Education, Higher Education (Appendix Five to the Report of the Committee appointed by the Prime Minister under the Chairmanship of Lord Robbins, 1961-1963), Cmnd. 2154-V (London: Her Majesty's Stationery Office, 1964), p. 158.

4. Hylla, op. cit., p. 46.

5. Robbins Report, op. cit., p. 88.

6. Juergen Fisher, Education for Democracy in Western Germany, ed. W. Stahl (New York: Frederick A. Praeger, Inc., 1961), p. 152.

7. David Granick, The European Executive (Copyright 1962 by David Granick, Reprinted by permission of Doubleday & Company, Inc., 1964), p. 108.

8. Ibid., p. 53.

9. Ibid., p. 285.

10. One interesting example of this integration is the Hochschule für Wirtschafts-und-Sozialwissenchaften at Nuremberg, which was founded already in 1919 and became the sixth Faculty at the University of Erlangen-Nuremberg as late as in 1961. It was here that the Nuremberg School, which emphasizes the consumer's role in economic interactions, was developed.

APPENDIX 1

UNIVERSITY COURSES IN MARKETING

RHEINISCH-WESTFÄLISCHE TECHNISCHE HOCHSCHULE AACHEN

Course	Semester	Length of Course in wks./hrs.		Frequency per Semester	Students 1963-1964
Public Relations	ss	12	1	2	25-35
Industrial Marketing	ws	16	1	2	30
Industrial Public Relations	ws	16	1	2	25-35
Industrial Advertising	ss	12	1	2	25-35
*Case Discussions in Industrial Marketing	ws	16	2	2	15-20
*Case Discussions in Industrial Advertising	ss	12	2	2	15-20
Market Research I	ss	12	2	2	80-90
Market Research II	ws	16	2	2	80-90

N.B.: The following applies to all tables in the appendix:

* = Seminar
ws = Winter Semester
ss = Summer Semester

FREIE UNIVERSITAT BERLIN

Course	Semester	Length of Course in wks./hrs.	Frequency per Semester	Students 1963-1964
Basic Problems in Marketing	ss 64	12 2	2-3	100-150
*Marketing (Seminar) Case Studies	ss 64	12 3	1	80
*Marketing Special Problems of Current Events in Wholesaling and Retailing	ws 63/64	16 2	-	80
*Marketing	ss 64	12 2	-	80
Advertising Introduction	ss 64	12 1	2-3	100-150
Retailing, Wholesaling and Foreign Trade	ws 63-64	16 2	2-3	100-150
New Solutions in Increasing Profits in Retailing	ss 64	12 2	2-3	100-150
Cooperative Institutions Their Socioeconomic Tasks	ws 63/64	16 2	-	50
Cooperatives-Problems of Current Events	ws 63/64	16 2	-	50
Cooperatives as a Countervailing Power	ws 63/64	16 1	-	50
Cooperatives of Retailers and Consumers	ss 64	12 2	-	50
Cooperatives in Developing Countries	ss 64	12 2	-	15
*Cooperatives	ss 64	12 1	1	-
*Cooperatives	ws 63/64	16 2	1	-

FREIE UNIVERSITÄT BERLIN (CONTINUED)

Course	Semester	Length of Course in wks./hrs.	Frequency per Semester	Students 1963-1964
*Antitrust Law and Managerial Sales Policies	ws 63/64	16 1	-	80
*Marketing Aspects in Economic Concentration	ss 64	12 1	-	80
Market Research--Intro.	ws 63/64	16 1	2-3	100-150
*Advertising and Market Research	ss 64	12 1	-	80
*Study Group on Market Research I	ss 64	12 3	1	80
*Study Group on Market Research II	ss 64	3 mos. partly full days	1	80
Evaluating and Processing of Survey Results	ws 63/64	16 1	-	200
Applied Interviewing (excluding Market Research)	ws 63/64	16 2 (2 wkly.)	3	100-120
Readership, Radio and TV Listener Analysis	ss 64	12 2 (2 wkly.)	3	100-120
*Evaluating and Processing of Survey Results	ws 63/64	16 2	-	200
*Studies in Survey Techniques	ws 63/64	16 2	1	160

FREIE UNIVERSITÄT BERLIN (CONTINUED)

Course	Semester	Length of Course in wks./hrs.	Frequency per Semester	Students 1963-1964
*Survey Techniques for Researching Small Groups	ss 64	12 2	1	200
*Readership, Radio and TV Listner Analysis	ss 64	12 2 (2 wkly.)	3	50-60

TECHNISCHE UNIVERSITÄT BERLIN

Course	Semester	Length of Course in wks./hrs.		Frequency per Semester	Students 1963-1964
Marketing I	ws 63/64	16	2	-	100
Marketing II	ss 64	12	2	-	100
Price Theory (Price models, product differentiation and pricing, market variables, quality competition)	ss 64	12	2	2	50

RHEINISCHE FRIEDRICH-WILHELMS-UNIVERSITÄT-BONN

Course	Semester	Length of Course in wks./hrs.	Frequency per Semester	Students 1963-1964
Sales & Price Policies (Methods of market research, advertising product policies, sales organization, price theory.)	ss	12 2	4	250
*Marketing Problems in Socialistic Enterprises	ss	12 2	4	80

FRIEDRICH-ALEXANDER-UNIVERSITÄT ERLANGEN-NÜRNBERG

Course	Semester	Length of Course in wks./hrs.	Frequency per Semester	Students 1963-1964
Manager & Company	ss 64	12 4	3	650
Training in Advertising III (Organization in Adv.)	ws 63/64	16 1	3	150
Training in Advertising I (Advertising Media)	ss 64	12 1	3	90
*Discussion of Current Adv. Problems with Adv. Practitioners	ss 64	12 1 (2 wkly.)	-	200
*Development of Adv. Psychology	ss 64	12 2	1	70-100
*Problems of Adv. for Capital Goods & Services	ws 63/64	16 1	-	200
Sales Organization	ws 63/64	16 2	3	250
Theory of Wholesaling and Retailing (Institutions, history, types)	ws 63/64	16 2	3	150-200
*Economical & Marketing Problems in Retailing	ss 64	12 2	-	180
*Wholesaling, Retailing & Foreign Trade	ss 64	12 2	2	100
*Studies in Foreign Trade	ss 64	12 1	6	50
Main Theories of Cooperatives	ws 63/64	16 1	-	60-80
Theory & History of Cooperatives	ss 64	12 1	-	60-80
*Cooperatives (Seminar)	ss 64	12 1	1	20-30

FRIEDRICH-ALEXANDER-UNIVERSITÄT ERLANGEN-NÜRNBERG (CONTINUED)

Course	Semester	Length of Course in wks./hrs.		Frequency per Semester	Students 1963-1964
*Speeches by Marketing Practitioners	ss 64	12	1 (2 wkly.)	-	50
*Advertising Strategy for a Consumer Product	ws 63/64	16	1	-	150
*Formation of a Sales & Adv. Strategy for a Capital Product	ss 64	12	1	-	90
General Market Theory	ws 63/64	16	3	-	400-500
Psychology in Consumption	ws 63/64	16	2	1	70-100
Policies in Competition	ss 64	12	2	-	160
Consumer Research--Intro.	ws 63/64	16	2	1	240
Market Research (Principles, determination of demand, methods.)	ws 63/64	16	3	2-3	300
*Literature on Mkt. and Consumer Research	ws 63/64	16	2	-	80
*Methods of Mkt. and Consumer Research	ss 64	12	2	-	80
*Branded Articles--Problems of Current Events	ws 63/64	16	2	-	180
*Discussion of Dissertation on Mkt. Problems	ws 63/64	16	1 (2 wkly.)	-	50

JOHANN WOLFGANG GOETHE-UNIVERSITÄT FRANKFURT

Course	Semester	Length of Course in wks./hrs.		Frequency per Semester	Students 1963-1964
* Planning & Operation in Advertising	ws	16	2	-	40
* Comparison of Advertising Media	ws	16	1	-	15
* Advertising Media	ss	12	2	-	50
* Public Relations	ss	12	1	-	25
Theory of wholesaling & Retailing II	ws	16	3	3	-
Theory of Wholesaling & Retailing III	ss	12	2	3	-
* Wholesaling & Retailing	ws	16	2	1	-
Marketing in Transportation	ss	12	2	4	25
Market Research (Market research and planning, methods and techniques)	ss	12	2	1	120-200
Statistical Methods in Social Research	ws	16	2	2	150
* Market Research for Consumer & Capital Goods	ss	12	2	1	25

GEORG-AUGUST-UNIVERSITÄT GÖTTINGEN

Course	Semester	Length of Course in wks./hrs.		Frequency per Semester	Students 1963-1964
* Managerial Market Theory	ss	12	2	2-3	100
Institutions in Wholesaling & Retailing	ws	16	2	3	250
Main Problems in Wholesaling & Retailing	ss	12	2	3	250
Institutions in Wholesaling & Retailing	ss	12	2	2-3	100
* Wholesaling & Retailing	ss	12	2	3	250
Market Research (Market research and planning, methods and techniques)	ss	12	2	2-3	180
* Psychological Structure of Social Fields	ss	12	2	-	60
Methods of Social Research (incl. market research and psychol. market analysis)	ss	12	2	-	250
* Social Research	ss	12	2	1	-

UNIVERSITÄT HAMBURG

Course	Semester	Length of Course in wks./hrs.		Frequency per Semester	Students 1963-1964
Price Policies	ss	12	2	3	100
Theory of Agencies in Domestic and Foreign Trade I (Institutional and functional aspects, financing, agencies)	ws	16	2	2	200
Theory of Agencies in Domestic and Foreign Trade II (Inter-firm relationships, agents, markets, exhibitions, auctions, etc.,sales contracts)	ss	12	2	2	200
Theory of Cooperatives I	ws	16	2	2	200
Theory of Cooperatives II	ss	12	2	2	200
Market Research--Introduction	ss	12	2	1	120-200
*Market Research	ws	16	2	2 (weekly)	30-35
Special Methods & Problems of Market Research	ws	16	2	1	120-200
Methods of Social Research	ss	12	2	-	65

RUPRECHT-KARL-UNIVERSITÄT HEIDELBERG

Course	Semester	Length of Course in wks./hrs.		Frequency per Semester	Students 1963-1964
Mass Media TV	ss	12	1	-	46
*Communication Systems & Social Structure	ss	12	2	-	90
*Communication Research--Basic Questions	ws	16	2	-	80
Problems of Public Relations with Special Respect to Communication Research (Readership, radio and TV listener analysis, research techniques)	ws	16	1	-	40

TECHNISCHE HOCHSCHULE FRIDERICIANA KARLSRUHE

Course	Semester	Length of Course in wks./hrs.		Frequency per Semester	Students 1963-1964
Industrial Marketing	ss	12	2	3	50-60
Industrial Advertising (Theory of and Demand, Production and Costs, Sales Policy, Pricing)	ss	12	2	3	50-60
Price Theory	ws	16	2	4	150
*Theory of Spending & Saving	ss	12	2	-	50
Market and Motivation Research	ws	16	2	3	50-60

CHRISTIAN-ALBRECHTS-UNIVERSITÄT KIEL

Course	Semester	Length of Course in wks./hrs.		Frequency per Semester	Students 1963-1964
Marketing Policies (Marketing research, sales organization, price policy, advertising)	ss 64	12	1	-	250
*Management Problems	ws 63/64	16	2	-	25
Linear Programming (In general, and as a means for finding solutions in marketing problems)	ws 63/64	16	3	4	100
*Linear Programming (For problems of production and sales planning)	ss 64	12	4	-	30

UNIVERSITÄT ZU KÖLN

Course	Semester	Length of Course in wks./hrs.		Frequency per Semester	Students 1963-1964
*Distribution Problems I	ws 63/64	16	2	1	-
*Distribution Problems II	ws 63/64	16	2	1	-
*Study Groups on Distribution Problems	ws 63/64	16	2	1	-
Purchasing and Selling	ws 63/64	16	3	2-4	-
Sales and Price Policies	-	12	2	3	1000
Price Policies	ss 64	12	3	2-4	-
*Selling and Advertising	ws 63/64	16	2	2-4	-
Assortment Policies	ws 63/64	16	1	4	200
*Industrial Sales Organization	ss 64	12	2	5	100
Evolutionary Tendencies in Wholesaling and Retailing	ws 63/64	16	2	5-6	150
Theory of Retailing	ss 64	12	2	4	200
Consulting for Wholesalers and Retailers	ss 64	12	1	1	35
*Wholesaling	ws 63/64	16	2	4	100
*Consulting in Wholesaling and Retailing	ss 64	12	2	1	15-20
Economic Theory of Foreign Trade	ws 63/64	16	2	1	-
*Study Group on Foreign Trade	ws 63/64	16	2	1	-
*Foreign Trade	ws 63/64	16	2	1	-
Theory of Cooperatives	ws 63/64	16	2	1	60

UNIVERSITÄT ZU KÖLN (CONTINUED)

Course	Semester	Length of Course in wks./hrs.		Frequency per Semester	Students 1963-1964
*Cooperatives	ss 64	12	2	1	60
*Managerial Problems with Special Respect to Cooperatives	ws 63/64	16	2	1	60
*Management Problems	-	12	2	3	1000
*Science of Advertising	ss 64	12	2	-	-
Theory and Application of Business Research	ws 63/64	16	2	2	200

JOHANNES GUTENBERG-UNIVERSITÄT MAINZ

Course	Semester	Length of Course in wks./hrs.		Frequency per Semester	Students 1963-1964
Price Theory and Theory of Market Structure (Classification of competitive situations, pricing in various competitive situations)	ss	12	3	5	250-300

PHILIPPS-UNIVERSITÄT MARBURG/LAHN

Course	Semester	Length of Course in wks./hrs.		Frequency per Semester	Students 1963-1964
Methods of Social Research--Introduction (Interviews, experiments, evaluation of material)	ss	12	2	-	30

TECHNISCHE HOCHSCHULE CAROLO-WILHELMINA ZU BRAUNSCHWEIG

Course	Semester	Length of Course in wks./hrs.		Frequency per Semester	Students 1963-1964
*Market Research	ss	12	2	1	30

WIRTSCHAFTSHOCHSCHULE MANNHEIM

Course	Semester	Length of Course in wks./hrs.		Frequency per Semester	Students 1963-1964
*Marketing	ws 63/64	16	2	-	120
*Marketing	ws 63/64	16	2	-	150
Purchasing & Selling	ws 63/64	16	2	-	200
Advertising Psychology	ws 63/64	16	2	4	250
Theory of Wholesaling & Retailing I (Institutions, functions, channels of distribution, etc.)	ss	12	2	-	150
Theory of Wholesaling & Retailing II (Special problems from course above.)	ws	16	2	-	150
*Marketing	ss	12	2	-	120
Theory of Cooperatives (Farmers, Dealers, Consumer Co-ops.)	ws	16	2	2	80
*Cooperatives	ss	12	2	2	80
*Managerial Production & Market Policies	ss	12	2	-	150
*Psychology of Consumer Acceptance & Adv. Policies	ws	16	2	4	90
Market Research & Psychological Market Analysis	ss	12	2	4	300
*Psychological Analysis of Advertising Media	ss	12	2	4	100

LUDWIG-MAXIMILIAN-UNIVERSITÄT MÜNCHEN

Course	Semester	Length of Course in wks./hrs.		Frequency per Semester	Students 1963-1964
Business Economics with special respect to Market & Sales Policy	ss	12	4	2	350
Advertising	ss	12	2	2	400
*Working Group (Product & Advertising	ss	-	-	1	-
*Working Group (Direct Adv.)	ws	-	-	1	-
*Advertising	ss	12	2	-	-
Wholesaling & Industrial Marketing	ss	12	2	4	-
Institutions in Wholesaling & Retailing	ws	16	2	4	-
*Wholesaling, Retailing & Advertising	ws	16	2	1	30
*Automation in Distribution	ss	12	2	-	-
Economic Theory of Foreign Trade	ws	16	3	4	-
Price Theory	ss	12	4	-	1500
Wholesaling, Retailing & Advertising	ss	12	2	2	150
**Short-range Forecasts & Long-range Projections	ss	12	2	2	15-20
**Short-range Forecasts & Long-range Projections for Industry	ss	12	2	2	15-20

LUDWIG-MAXIMILIAN-UNIVERSITÄT MÜNCHEN (CONTINUED)

Course	Semester	Length of Course in wks./hrs.		Frequency per Semester	Students 1963-1964
Methods & Techniques of Social Research--Intro. (Preparation of research projects, survey techniques, sampling methods, evaluation of material, report preparation, special methods.)	ss	12	2	2	100
*Social Research Practices	ss	12	2	-	100
*Methods of Marketing Research	ws	16	2	-	-
*Discussion of Student's Works on Marketing Problems	ws	16	2	1	-

**(Facilities in Germany and the United States.)

WESTFÄLISCHE WILHELMS-UNIVERSITÄT MÜNSTER

Course	Semester	Length of Course in wks./hrs.		Frequency per Semester	Students 1963-1964
*Wholesaling, Retailing and Foreign Trade	ss	12	2	2-3	-
Econ. Theory in Foreign Trade I	ws	16	2	2-3	340
Econ. Theory in Foreign Trade II	ss	12	2	2-3	375
Theory and Policies of Cooperatives (History, elementary problems, structure, organization in Germany, pricing, functions in different economies)	ss	12	1	3 (per mo.)	120
*Study Group on Cooperatives	ws	16	2	1 (per mo.)	50
*Market Research and Advertising	ss	12	2	2-3	-
*Method of Social Research	ss	12	3	2	40
*Econ. Theories in Wholesaling and Retailing	ws	16	2	2-3	190

UNIVERSITÄT DES SAARLANDES SAARBRÜCKEN

Course	Semester	Length of Course in wks./hrs.		Frequency per Semester	Students 1963-1964
*Marketing	ss	12	2	-	50-70
Modern Advertising	ss	12	1	2	50-70
Theory of Wholesaling and Retailing I (Functions and institutions)	ws	16	2	2	50-70
Theory of Wholesaling and Retailing II (Costing, pricing, assortments, advertising sales org.)	ss	12	1	2	50-70
*Wholesaling and Retailing	ss	12	2	1	50-70
Facilitating Institutions in Marketing	ss	12	2	4	70-80
Marketing Policies in Wholesaling and Retail.	ws	16	2	2	70
Procurement Policies in Wholesaling and Retail.	ss	12	2	2	70
Price Theory	ss	12	4	-	300
*Price Theory, Production and Cost Theories	ws	16	2	-	420
*Price Theory	ss	12	2	-	190
Market Research (Including Opinion Research)	ws	16	2	2	50-70

TECHNISCHE HOCHSCHULE STUTTGART

Course	Semester	Length of Course in wks./hrs.		Frequency per Semester	Students 1963-1964
*Marketing	ss	12	1	2	140-160
Industrial Marketing	ss	12	1	2	140-160
Market Research--Basic Questions	ws	16	1	2	70-80
*Market Research	ss	16	1	1	70-80
Methods of Market Research	ss	12	1	2	140-160

EBERHARD-KARLS-UNIVERSITÄT TÜBINGEN

Course	Semester	Length of Course in wks./hrs.		Frequency per Semester	Students 1963-1964
Psychology of Mass Media (TV)	ss	12	3	2	120
Price Theory	ws	16	4	-	250

UNIVERSITÄT WÜRZBURG

Course	Semester	Length of Course in wks./hrs.	Frequency per Semester	Students 1963-1964
Theory in Wholesaling and Retailing	ss	12 2	-	200
Policies in Wholesaling and Retailing	ws	16 2	3	90
Sales and Market Theory--Introduction	ws	16 2	-	200
*Sales and Market Theory	ss	12 2	-	200
Price Theory	ws	16 3	3	90

APPENDIX 2

COURSES IN STATISTICS AND QUANTITATIVE METHODS

Each semester, all universities offer at least one main course on statistical methods, with number of hours per week varying from two to five, but usually four. The program follows two general lines: one descriptive and one theoretical:

1. Descriptive Statistics

   Phases of statistical enumeration
   Statistic (median, frequency means, percentages and indices)
   Statistical series and frequency distribution
   Index theory
   Time series analysis
   Correlation and regression analysis (simple, multiple, linear, and nonlinear)

2. Theoretical Statistics

   Theory of probabilities
   Theoretical frequencies
   Sampling
   Sampling distribution
   Statistical deductions
   Statistical tests
   Theory of small samples

Based on these main topics, special lectures are held, most of which deal with population and business statistics but represent no more than two hours per week.

In the field of population statistics, subjects treated are age, sex, family status, occupation, size of household, population trend, and migration. Stress is given to census methods and techniques.

In the field of business statistics, topics dealt with are production, trade and transportation, finance, professions, employment, wages and salaries, prices, income, consumption, and gross national product. Methods of enumeration as well as statistical application are dealt with.

No specific lectures are held on distribution and transportation statistics. Among topics recently introduced are social accounting, input-output analysis, methods of linear programming, and decision models.

Lectures on econometrics refer mainly to macroeconomics problems dealing with both theoretical and methodological aspects. In some cases, models and hypotheses tests for use in market research are discussed.

In addition, economics and sociology students at some universities may participate in courses on mathematical methods used in business and social research. Lecturers are recruited from statistics, mathematics, or social psychology fields. Examples of topics for these courses, usually two hours per week, are:

Data systems
Differential and integral techniques
Functions with numerous variables
Determinants
Matrices
Linear programming
Game theory
Maximum and minimum problems

Seminars in statistics and quantitative techniques are also held each semester, usually two hours per week. Students prepare theses on methodological problems, as well as descriptive statistical studies. Statistical problems are solved on the basis of actual statistical data, and topics essentially embrace the entire theoretical and applied field. Frequent special topics are:

Ratios and indices
Time series
Correlation analysis
Multiple regression
Sampling theory and techniques
Biases in surveys
Mathematical methods in opinion and market research
Estimates on price and income elasticities
Statistical determination of demand curves
Testing of hypotheses in market research
Readership, radio and TV listener analysis
Seminars on communication research

In addition, students may attend courses dealing with statistical problems held within the philosophy faculty, with titles such as:

Methods of social research
Mathematical methods for sociologists
Quantitative methods in psychology

XXII. MARKETING EDUCATION IN DEVELOPING COUNTRIES[1]

Information in this report was gathered from a set of two questionnaires--one on undergraduate marketing education and a similar one on graduate work--distributed to participants of the 1963-64 program at the International Center for the Advancement of Management Education (ICAME) at Stanford University. This program, conducted by the faculty of the Stanford Graduate School of Business, was established in 1961 under a grant from the Ford Foundation. The purpose of the center is to provide an annual nine-month program of teaching, research, and curriculum development for teachers of management from areas undergoing economic and industrial development.

Each year the program considers a different functional field of management. During 1963-64, forty management educators from twenty different countries throughout Asia, Africa, the Middle East, and Latin America were in residence and studying marketing at ICAME.

Questionnaire returns represented responses from 34 individuals in 17 different countries and 29 separate institutions. Inclusion in the following list, however, does not necessarily mean that all parts of the questionnaire were answered by the respondent.

Countries Represented

*Argentina
Brazil
Ceylon
Chile
Colombia
Ghana
India
Indonesia
Israel
Korea
Mexico
Peru
*Philippines
Thailand
Taiwan
*United Arab Republic
Yugoslavia

(*individual report also given within this study)

Institutions Represented

Argentina
    Catholic University, Cordoba
    University of Buenos Aires, Buenos Aires

Brazil
    School of Business Administration, Sao Paulo

Ceylon
    Vidyodaya University, Colombo

Chile
    Catholic University, Valparaiso
    University of Chile, Santiago

Colombia
    School of Administration & Finance, Medellin
    University of the Andes, Bogota

Ghana
    University of Ghana, Achimota

India
    University of Allahabad, Allahabad
    Shri Ram College of Commerce, University of Delhi, Delhi
    Andhra University, Waltair
    Administrative Staff College, Hyderabad
    University of Madras, Madras

Indonesia
    Gadjah Mada University, Jogjakarta

Israel
    Hebrew University of Jerusalem, Jerusalem

- Korea
    - Seoul National University, Seoul

- Mexico
    - National Autonomous University, Mexico City
    - Instituto Tecnológico y de Estudios Superiores de Monterrey, Monterrey

- Peru
    - Catholic University of Peru, Lima

- Philippines
    - University of the Philippines, Quezon City

- Thailand
    - Chulalongkorn University, Bangkok
    - Thammasat University, Bangkok

- Taiwan
    - National Taiwan University, Taipei
    - National Chengchi University, Taipei

- United Arab Republic
    - National Institute of Management Development, Cairo
    - Alexandria University, Alexandria
    - Ain Shams University, Cairo

- Yugoslavia
    - University of Belgrade, Belgrade

A. UNDERGRADUATE MARKETING EDUCATION

Statistical Data

Of the 29 institutions, 18 offer an undergraduate curriculum in marketing; however, the extent and variety of courses differ greatly, as will be shown below. Table 1 indicates that eight institutions offer strictly undergraduate curricula; and the same number, only graduate curricula. Nonetheless, the number offering undergraduate courses (regardless of whether or not graduate courses are offered) represents over 62 percent of the institutions.

TABLE 1

BREAKDOWN OF INSTITUTIONS OFFERING MARKETING COURSES

	Category	Frequency
a.	Undergraduate training in marketing and graduate training in business available.	10 10
b.	Undergraduate training in marketing no graduate training in business available.	8 8
c.	No undergraduate training in marketing but graduate training in business available.	8 8
d.	Neither undergraduate training in marketing nor graduate training in business available.	3
		29

Respondents were asked to list the specific purposes for which students are trained. Although the question is somewhat open-ended, certain patterns emerged (see Table 2). It is apparent that these institutions aim at training students for vocational fields as opposed to teaching or research.

TABLE 2

PURPOSES FOR WHICH STUDENTS ARE TRAINED

Category	Frequency
Private Industry	18
Public-owned Industry and Civil Service	4
Total Industry and Public Service	22
Teaching	1
Research	1
General Knowledge	1

Responses to this question appear to correlate with respondents' answers to the next question, which asked for percentages of students entering various fields after leaving the institution.

TABLE 3

PERCENTAGE OF STUDENTS ENTERING VARIOUS OCCUPATIONS
(Figures represent number of responses)

	Percentage of Students					
Category	0%	1%-24%	25%-49%	50%-74%	75%-99%	100%
a. Professions (Law, Medicine, etc.)	17	2				
b. Industry				3	13	3
c. Graduate Study	9	10				
d. Miscellaneous	7	11	1			

The next three tables relate to number and types of marketing courses offered as well as study years. The figures indicate separate institutions. While there is a wide range of number of courses offered--from one to ten--the majority of institutions offer four or fewer courses which can be classified under marketing.

TABLE 4

NUMBER OF MARKETING COURSES OFFERED

Number of Courses Offered	Frequency
1	2
2	4
3	3
4	2
5	1
6	1
7	3
8	1
9	
10	1
11+	

As might be assumed, the course most commonly offered is Principles of Marketing or some variant of this basic course. Many schools also offer Market Research and Advertising. It is interesting to note the number of institutions offering a research course, especially since only one respondent gave research as a purpose of the marketing program. This would seem to indicate that the Market Research course offered is aimed at industrial rather than academic research.

TABLE 5

TYPES OF MARKETING COURSES OFFERED

Title	Frequency
1. Principles of Marketing	18
2. Market Research	14
3. Advertising	10
4. Marketing Management	9
5. Sales Management	6
6. Retailing	6
7. Purchasing	3
8. "Marketing Seminar"	3
9. Marketing Institutions	3
10. International Trade	1

No marketing courses are given in the freshman year of the responding institutions. The only course including certain aspects of marketing is Introduction to Business which is offered in only two institutions. Only a few marketing courses are available in the second year, and schools offering these usually have restricted the program to the Principles course or the Introduction to Business-type course.

TABLE 6

STUDY YEARS IN WHICH MARKETING COURSES ARE OFFERED

(Figures represent number of institutions having marketing courses during that year)

	Strictly Marketing Course Offered	Principles Course Offered	No. of different Marketing Courses mentioned
1st Year	0	0	0
2nd Year	8	8	1
3rd Year	13	11	9
4th Year	14	4	14
5th Year	2	2	5

Two institutions offer a fifth year of study in marketing at the undergraduate level. One of these two schools offered no business course prior to that year.

Because of interest in the U. S. in types of degrees offered, respondents were asked to state the degrees conferred or certificates awarded. Most institutions require three or four years for a degree or certificate, although several require five years.

TABLE 7

DEGREES OFFERED AND NUMBER OF YEARS REQUIRED

Years Required for a Degree	Frequency	Type of Degree Mentioned*
1 Year	0	
2 Years	0	
3 Years	8	B. Comm.; B.A.; B.Sci.
4 Years	14	B. Comm.; B.A.; B.Sci. B. Acctg.; B.B.A.; Economist
5 Years	5	Economist, M.S.; Commercial Engineer

*(Not all-inclusive)

Only three of the nineteen responding institutions indicated that a major in marketing is permitted. These three, however, differ greatly in courses required as well as possible electives. Requirements range from four marketing courses to nine diversified business courses. Elective courses have an even broader range: one school offers no electives, several allow only a limited number of business courses, and two permit a broad range of liberal arts courses. (The number of institutions listing electives was greater than the number permitting marketing majors. This is the result of several institutions allowing "business majors," but not "marketing majors.")

In general, a reading and speaking knowledge of English is required for admission to the majority of institutions. Fundamental reading and speaking ability is the base for the following table and is designated by the "Fair" category:

TABLE 8

ENGLISH COMPETENCY REQUIRED FOR ADMISSION

Category	Frequency
Good	7
Fair	10
Poor	2
None	4

In the 29 institutions under study, Business School, School of Business, or a similar title incorporating the term "School" is common. This is especially true of those institutions which have begun business training relatively recently.

TABLE 9

TITLE USED FOR BUSINESS INSTITUTION

Title	Frequency
School	10
Department	4
Division	1
College	2

TABLE 10

AGE OF MARKETING INSTITUTION--BY DECADE OF FOUNDING

Decade Founded	Frequency
1920's	2
1930's	3
1940's	4
1950's	5
1960's	4

There was a very broad range in the number of students enrolled in the undergraduate business curriculum, though most had less than 300.

TABLE 11

NUMBER OF STUDENTS ENROLLED IN UNDERGRADUATE BUSINESS CURRICULUM

Number of Students	Frequency
0-499	14
500-999	1
1000 +	4

TABLE 12

BREAKDOWN OF 0-499 GROUP IN TABLE 11

Number of Students	Frequency
0-99	4
100-199	1
200-299	6
300-399	1
400-499	2

The following table relates to the number of full-time and part-time students enrolled in the undergraduate business curriculum. Of the 19 institutions responding, only four had less than 50 percent full-time students (in other words, only four had more than 50 percent part-time enrollment).

TABLE 13

PERCENTAGE OF STUDENTS ENROLLED AS FULL-TIME AND PART-TIME
(Figures represent number of responses)

Percentage	Full-Time	Part-Time
0%	2	10
1%-24%	0	4
25%-49%	0	1
50%-74%	2	1
75%-99%	5	1
100%	10	2

Description of Courses

Because of the diversity of respondents' descriptions of courses, an attempt to catalog all of them would be extremely difficult. Therefore, only the two most popular courses offered by all institutions--Principles of Marketing and Market Research--are herein described.

Principles of Marketing Course

This course, as offered by the responding institutions, closely resembles its U. S. counterpart. In other words, it is generally designed as a broad brush approach to marketing, giving the student a foundation in the functions and purposes of marketing and distribution.

While many similarities are evident between the various Principles of Marketing courses, probably the most diverse aspect involves prerequisites. In some instances only a high school education is required, while in others, completion of four years of college. Still others require several business subjects or mathematics and statistics; accounting and business law are frequently necessary. At least one school indicated it had no prerequisites.

Normally, this course is taken in the second or third year of college and lasts one semester, being offered twice a year. Classes meet two, but more often three, times a week and range from 45 to 120 minutes, the usual being 45 to 50 minutes. Classes are generally small with some having as few as ten students, but more often around 25. One school, however, listed their average enrollment for this course at 1,000 to 1,500 students.

The lecture method of teaching is by far the most popular, while the discussion method is next favored. Seminar-type classes are also conducted. Few schools use the case method, although one stated that this method represents 40 percent of their teaching technique.

Although class instruction is most frequently in the native language, one completed year of English is usually required. In one or two instances, more is necessary, even as much as four years. English competency of students taking this particular course, however, is generally poor or fair at best.

Teaching materials are usually in mimeographed form. Movies and similar audio-visual aids are not commonly used, nor are cases. However, field trips have become a general part of many courses.

Quite significantly, very few schools require any appreciable amount of outside work; more often than not, one hour of class time is considered sufficient. While textbook assignments are given, students are ordinarily not required to buy books, but instead use the library. Fairly standard principles texts are used, most of which are in English. Among these are Principles of Marketing by Beckman, Maynard, and Davidson; Principles of Marketing by Tousley, Clark and Clark; Marketing by Hanson; and The Elements of Marketing by Converse. At least two institutions, however, use a textbook written by the particular professor of that course.

Additional library assignments are infrequently given by any school, this possibly being due to the puacity of marketing books in the library and the fact that most of these are in English. Estimates of the number of marketing books in libraries range from 20 to over 400 with most having between 100 to 150. The majority of respondents stated that 75 to 100 percent of these are in English.

Professors of the Principles courses are generally considered full-time faculty members, though they may have duties other than teaching. Some possess a Ph.D., but more often just a master's. Though most have had some teaching experience, it is generally not extensive.

Market Research Course

The mechanics of offering the Market Research course are often very similar to those of the Principles course. One significant difference, however, is that the Market Research course prerequisites are much stiffer (if both courses are offered in the same institution, which is usually the case). The description of the Market Research course does not differ greatly from descriptions of similar courses in the United States. Thus, mathematics and statistics often play a part in prerequisites for enrollment.

This course is generally taken in the second, third, or fourth year, but more likely in the third year than any other. As in the Principles course, length is usually one semester, with half the schools offering it twice a week and the other half three times a week. Class meetings are also about 45 to 60 minutes. As might be expected, the number of students in the class is significantly less than that for the Principles course and totals about 20.

The lecture method is again the most widely used teaching technique, but the case method takes on a much greater role in the Market Research course than in the Principles course. Two respondents listed the case method as 80 percent of the teaching technique used. A discussion approach of one sort or another is also a widely used technique.

The native language is generally used in classes. English competency requirements, however, are somewhat higher than for the Principles course; and four years of English is not an exceptional prerequisite.

Audio-visual materials, such as films, are rarely used in this course. Here, again, mimeographed materials are important. Field trips play a smaller role in the Market Research course than in the Principles course, with only two schools including them.

Homework assignments are generally slightly longer for the Market Research course than for the Principles course. Here, again, textbook assignments are not unusual. Though textbooks are more often from the library rather than belonging to the student, purchase is not uncommon. Library assignments other than textbook assignments for the course are short; and the reasons, again, might be traced to the insufficient number of texts in the library, as well as the fact that most are in a foreign language. (As previously noted, this also holds true for the Principles course, since both courses are usually offered in the same school.)

Background of the Marketing Research course professor is almost identical to that of the Principles course professor.

B. GRADUATE MARKETING EDUCATION

Statistical Data

Fewer institutions offer graduate training than undergraduate training in marketing. (A problem encountered here was that some of the institutions which stated that they do not offer graduate training in marketing do not in actuality offer any marketing courses. Respondents in the category generally stated that the business curriculum offered supplied a sufficient amount of marketing training. Category "a" in Table 14 includes three such institutions.)

TABLE 14

NUMBER OF INSTITUTIONS OFFERING GRADUATE STUDY IN MARKETING

Category	Frequency
a. Graduate academic work in marketing offered	13
b. Not offered	10
c. Starting this year or next	5

Of those institutions represented by Category "c"--starting this year or next--only one is a "new beginning." Four of the five institutions in that category presently have available undergraduate programs in marketing. Of the thirteen offering graduate work in this field, nine also offer undergraduate work.

As in the undergraduate study, respondents in the graduate study were asked to state the goals or aims of the institution in offering marketing. Here, teaching is a much more common goal than in the undergraduate study (see Table 15).

TABLE 15

STATED PURPOSE FOR WHICH STUDENTS ARE TRAINED
(Graduate Level)

Purpose of Graduate Education in Marketing	Frequency
Teaching	9
Vocational	12
Research	1
Government Service	1

The answers to the above seem to correlate well with the next question which relates to the positions taken by students upon leaving (for any reason) the institution.

TABLE 16

PERCENTAGE OF STUDENTS ENTERING VARIOUS OCCUPATIONS
(Figures Represent Number of Respondents)

	0%	1%-24%	25%-49%	50%-75%	75%-99%	100%
Teaching	2	6	2	1	1	
Additional Graduate Study	5	7				
Industry		5	2	2	3	
Professions	6	4	2		2	
Miscellaneous	6	4			2	

Respondents were asked the requirements for admission to the Graduate School, with special emphasis on degree requirement. Table 17 indicates that twelve of the thirteen responding institutions require a Bachelor's Degree for entrance.

TABLE 17

REQUIREMENTS FOR ENTRANCE TO GRADUATE CURRICULUM IN MARKETING

Category	Frequency
Bachelor's Degree only	8
Bachelor's Degree--above average grades specified	2
Bachelor's Degree--above average grades and work experience specified	2
High School Diploma only	1

The predominant number of institutions offer a two-year graduate program in marketing education, although this time span might include a thesis requirement. Table 18 illustrates the variations in length of programs.

TABLE 18

ADVANCED DEGREE PROGRAMS OFFERED

Program	Frequency
One Year	0
One and One-Half Years	1
Two Years (may include thesis)	8
Two Years	2
Longer than Two Years	1
No Master's Degree--only Ph.D.	1

A terminal degree, reported as somewhat equivalent to the United States doctorate, is offered in nine institutions. Seven of the eight respondents shown in Categories "a" and "b" below are identical institutions.

TABLE 19

TERMINAL (DOCTORAL) DEGREES OFFERED

Ph.D. Degree Program Offered	Frequency
a. Business or Commerce	8
b. Economics, as differentiated from business	8
c. Other (specified: Public Finance)	1
d. No Ph.D. offered	4

Four institutions mentioned other programs available:

a. A one year "specialist" course
b. Nondegree EDP courses
c. Refresher courses
d. Evening nondegree courses

Graduate business institutions were generally younger than their undergraduate counterparts:

Four were founded in the late 1940's
Nine were founded in the 1950's.

In a slight departure from the undergraduate facilities, titles of graduate institutions vary from "college" to "department," with department or division leading the list. This indicates that graduate facilities may be less independent in operation.

TABLE 20

TITLE USED FOR GRADUATE BUSINESS INSTITUTION

Title	Frequency
School	2
Department	4
Division	4
College	2

Eight out of twelve respondents indicated that the graduate facility does not act independently of the undergraduate operation.

Most institutions for graduate work in business have fewer than 100 students enrolled. Many of these, however, are full-time.

TABLE 21

NUMBER OF STUDENTS ENROLLED IN GRADUATE BUSINESS CURRICULUM

Number of Students Enrolled	Frequency
1-50	6
51-100	4
Total--100 or less	10
101-200	1
201-300	1
300+	1

Respondents were asked to list those courses normally taken by a student. Not surprisingly, a great variety was listed--in all, at least 65 separate and different courses were given for the thirteen responding participants. As a result, a complete listing of courses would be relatively meaningless. There are, however, a number of courses common to several of the programs, which are listed in the next three tables.

TABLE 22

CURRICULUM IN GRADUATE PROGRAMS
(Courses most frequently mentioned)

First Year

Course	Frequency
a. Managerial Economics or Microeconomics	8
b. Accounting, Management Accounting, or Control	6
c. Marketing Management or Marketing	5
d. Business Law	4
e. Management Principles, or Introduction to Management	4
f. Production, Production Management	4
g. Statistics	3

TABLE 23

CURRICULUM IN GRADUATE PROGRAMS
(Courses most frequently mentioned)

Second Year

Course	Frequency
a. Finance, Finance Management, or Financial Analysis	6
b. Advanced Accounting	4
c. Marketing Management, Marketing	3
d. Industrial Relations, or Employee Relations	3
e. Statistics or Advanced Statistics	3

Most third-year courses listed are highly specialized: Accounting, Production, and Finance.

The entire program is summarized in Table 24 below.

TABLE 24

CURRICULUM IN GRADUATE PROGRAMS
(Courses most frequently mentioned)

Entire Program Course	Frequency
a. Accounting, Managerial Accounting, Controls	12
b. Microeconomics, Managerial Economics, Business Economics	10
c. Marketing Management, Marketing	9
d. Finance, Finance Management, or Financial Analysis	9
e. Statistics, Quantitative Methods	6
f. Production, Production Management	6
g. Law, Business Law, Legal Controls	6
h. Management Principles, Basic Management	4

In all instances, the courses listed above are restricted to graduate students. That is, they are not offered to students in both the graduate and undergraduate divisions.

In general, there is a limited number of marketing courses required of all students, even those specializing or majoring in the marketing area. Most often, the Marketing Management (or Basic Marketing) course is required; few other marketing courses, however, were mentioned with any consistency.

TABLE 25

MARKETING COURSES REQUIRED OF MARKETING MAJORS
(Figures indicate number of positive responses)

Course	Frequency
a. Marketing Management, or Marketing	9
b. Marketing Research	4
c. Sales Management	4
d. Advertising, Advertising Management	3

In addition to the courses listed above, most institutions require certain other business courses (and sometimes non-business courses) of all students. The most frequent pattern requires at least one course in: Accounting, Law, Business (Micro) Economics, Finance, and Production. Industrial Relations, Organization Theory, Statistics, and Sociology were mentioned somewhat less frequently.

Marketing Management Course

Since the graduate curriculam of respondents have fewer courses in common than undergraduate curricula, a general description of courses becomes somewhat more difficult.

Therefore, only one graduate course, Marketing Management (or Basic Marketing), is described here rather than two courses as in the undergraduate section.

The Marketing Management course is most frequently given in the first year of graduate study, but usually not in the first quarter or first semester. There are generally no specific prerequisites for this course--since it is a first-year course; only the entrance requirement into the program itself (e.g., Bachelor's Degree) could be considered a prerequisite. At least one institution, however, requires a broad undergraduate knowledge of business subjects. One semester is the most common length; however, a very significant number of institutions use an entire year. In any case, the course is usually offered only once during the year.

Class meetings range from two to five times per week, with two being the most common and three following very closely behind. Class meetings last generally 50 to 60 minutes; but where there are only two class meetings, length of class may extend to as much as 100 minutes. Size of class ranges from 10 to 200 students, but most are attended by 30 to 40 students with 30 being the most typical.

As has been pointed out, the lecture method is by far the most used in the undergraduate sections. In the graduate course in Marketing Management, the lecture method is again heavily used; but here the case method is very common as well. It is not at all unusual, for instance, for the case method to represent 30 percent of the teaching time. Number of cases used in the Marketing Management course range anywhere from two to forty, with most being in English. Teaching through both the discussion technique and seminar technique is also fairly common.

Audio-visual teaching material noted are only mimeographed materials and, specifically, mimeographed cases. Field trips are not too popular.

About 50 percent of classes are held in English and about 50 percent in the native language. English competency of students taking the course, however, is generally higher than for those taking undergraduate courses. Most respondents listed English proficiency as either good or fair for students in the course, and often six to ten years of English is required for entrance.

As might be expected, the number of hours of outside work required for each class session is significantly greater than for the undergraduate courses--two, three, or four hours for each class is not an uncommon requirement. Assignments are generally made in the textbook which the student is generally required to buy. Noted as being used for the course are Marketing Management by Howard; Principles of Marketing by Beckman, Maynard, and Davidson; Management Marketing by Lazer and Kelley; Sales Management by Tosdal; and Managerial Economics by Dean. English is the most common language of the textbook.

Library assignments are ordinarily made weekly. Though library books are more often than not in English, significantly more in the graduate course, as opposed to the undergraduate course, are in the native language. Estimates of the number of marketing books in the library range from less than 100 to over 500, with about 100 being the norm.

On the average, the professor for the Marketing Management course is slightly more experienced and slightly better educated than his colleague teaching the undergraduate marketing course. He is usually between thirty and forty-five years of age and has either a Ph.D. or some type of advanced degree. He ordinarily has from six to twelve years teaching experience and is usually a full-time teacher. Teaching and research occupy from 50 to 75 percent of his time, with 20 to 35 or 40 percent being spent on outside activities.

XXII. FOOTNOTES

1. This chapter was written by Dr. Harper W. Boyd, Jr., and Mr. Gary Williams, Stanford University, Palo Alto, California, U. S. A.

SUMMARY

COMMENTS AND CONCLUSIONS[1]

The information provided in the foregoing reports follows a pattern but does not lend itself to quantification. It was not considered advisable to require that each respondent provide answers to specific questions in view of the substantial variations in academic education throughout the world. Therefore, considerable latitude was given respondents within a broad general framework in order to secure the most comprehensive reports possible. As might be expected, the responses differ markedly both in content and in quality; but as a group they are both highly interesting and informative.

To attain some slight measure of uniformity, copies of the questionnaire used in the preceding study of marketing education in the United States were furnished all respondents, but only for purposes of general guidance. More specifically, each respondent was asked to furnish a short description of the educational system of his country. Then he was requested to comment on business education as such, and then at greater length on education in marketing. Information was desired on any continuing educational efforts in business management sponsored by any type of organization, academic or otherwise. It was considered very important to include noncollege or university education in management, because it predominated in Western Europe in marked contrast to the United States and Canada. For instance, it will be observed that the report for England covers marketing education under four principal headings; namely, technical colleges, universities, professional organizations, and short courses. In the Italian report the classification is universities, university-controlled institutes, and special independent institutes and organizations.

Primary and Secondary Education

After five to six years of primary education students at the age of about twelve years in many Western European countries are classified, usually through examinations, into two groups for education at the secondary level. The first group receives training in either the humanities or in mathematics and science with the expectation of further education in the universities, whereas the second group enters terminal programs of study which lead to positions in industry. Thus the decision of whether a student is to have higher education is made at a very early age. In part it is a matter of demonstrated ability to acquire knowledge at that juncture; in part, of the ability of parents to finance attendance at a college or university. The first two years of secondary education may be the same for both groups as in the Netherlands, but the next two or three differ markedly in the training given and in its objectives.

Many of the second group enter schools of commerce. The word "commerce" in this context should not be equated with "marketing" but with vocational training in any type of economic activity. These schools of commerce do not provide education in business administration or management, but rather teach the student certain skills which make him useful in economic enterprises. The courses offered undoubtedly differ from country to country but are likely to include commercial arithmetic and simple bookkeeping, commercial correspondence which may include a study of foreign languages, elementary commercial law, and something on exchange rates and their calculation. Courses in selling and purchasing may be included.

After such training the student cannot be given much responsibility when he enters business, simply because his training has been minimal and his age level is then only from sixteen to eighteen years. This is business education at a relatively low level, but it should not be deprecated for it enables the student when hired to make a contribution quickly to the company which employs him and provides at least some foundation for later growth and advancement. It is education for business but not for leadership roles in large, modern business enterprises; and this fact should be fully recognized.

Historical Perspective--Education for Business

It is interesting to note that the need for business education was recognized in Western Europe at just about the same time as in the United States. The first of the business schools in the United States, the Wharton School of Commerce and Finance at the University of Pennsylvania, was established in 1881. In that same year the Ecole des Hautes Etudes Commerciales was established by the Paris Chamber of Commerce on a level with the *grandes écoles*. Thus France was one of the first countries to institute management training. Many of the institutions now known as schools of economics, for instance, the Stockholm School established in 1909 and the Netherlands School established in 1913, were initially schools of higher education for commerce at the post-secondary school level. But, as time went forward, apparently they moved toward the social sciences and away from business management as such although they continued to offer some opportunities for specialization in business administration subjects, particularly in accounting and finance. In addition to economics they concerned themselves with sociology, psychology, geography, and the law, but relatively little with the functional aspects of business. There was a strong tradition against vocational training at the university level, and this was reflected in the failure to establish faculties in business administration in the universities.

The movement in the United States was definitely in the other direction. Schools of business administration rather than schools of economics were established, and the management of economic enterprises was stressed through a functional approach. The Harvard Graduate School of Business Administration was founded in 1908 and many others in the next two or three decades. They focused their attention on the problems faced by the business enterprise and means for their solution. Members of their teaching and research staffs fully recognized the contribution of the social sciences to an understanding of the environment in which business operates, as well as methodologies useful to research personnel in business concerns. But something else was also needed. One authority said, "It is one thing to say that liberal arts training is desirable and quite another to say that it is enough. Professional orientation is needed as well...."[2] This was then and still is the position taken by the American business schools, but one which apparently has only recently been accepted by some academic institutions elsewhere.

Just why there were no developments in Western Europe in business education similar to those in the United States is difficult to determine precisely. Business education might have been undertaken by 1) the universities, 2) the technical schools, or 3) the schools of commerce. Not one of these institutions fully embraced the opportunity. The old and prestigeous universities apparently were simply not interested; nor was there any pressure from the business community upon them until rather recently to establish business administration curricula. The traditional attitude was that specialized training for business or diplomacy, or any vocation, was of very little value; that business was something that must be learned from experience, not through formal study. This attitude was also held by business executives, so neither university officials nor businessmen wished to sponsor management education. Officials and faculties of the technical colleges took a similar position, but the schools of economics were less inflexible as might be expected. They did something, mostly in accounting and finance, but tended to become schools of social science rather than of management. Whatever their rationale, existing academic institutions, with a few notable exceptions, did not respond well to the need for higher education in business administration. Therefore, new institiutions had to be created; and this was done in all the principal countries. The initiative was taken by chambers of commerce, other trade associations, particular industries, and specific companies.

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Notable among these new institutions for management education in Western Europe are CEI, established by Aluminium Ltd., in Geneva; IPSOA, established by Olivetti and Fiat, among others, in Torino; ISIDA in Palermo; INSEAD, sponsored by the Paris Chamber of Commerce in Fontainebleau, near Paris and often spoken of as the "Common Market" school; and IMEDE, established by Nestlé in Lausanne and operated in collaboration with the Harvard Business School. Management institutes or centers of this type were not confined to Western Europe. In Cairo there is NIMD, the National Institute for Management Development; in Buenos Aires, the Argentine Productivity Center; in Australia, the Australian Institute of Management; the Administrative Staff College and the Market Research Society in the United Kingdom; and many others could be mentioned. In the United States there is the American Management Association, the National Industrial Conference Board, Inc., the Marketing Science Institute and, of course, the American Marketing Association; but these organizations were not established because of a lack of business education in the universities. They concerned themselves primarily with conferences, research, and publication programs. Surely their educational influence would not be disparaged, but their activities are not substitutes for academic training; rather, an important, continuing supplement to it.

There are some exceptions to the general thesis that business education developed, other than in the United States and Canada, outside the universities. It is interesting to note that in France the study of economics in the universities developed within the faculties of law with instruction tending to emphasize business law and the macro, rather than the micro, approach to economics. In the Scandinavian countries, business education apparently was adopted earlier and less reluctantly by the universities than in other parts of Western Europe. Now business administration is taught in all five Swedish universities, and also at the Stockholm School of Economics and Business Administration and the Gothenburg School of Economics and Business Administration (now integrated with the University). It should also be mentioned that some of the management institutes or centers had some association with universities, for instance, IMEDE with the University of Lausanne, and CEI with the University of Geneva. It is significant that in Italy there are university-controlled institutes. These are special schools which, although operating within universities, are really nonacademic bodies which do not offer examinations or degrees. The first of these at the University of Milan was established in 1934. Yet, although they were organized by universities, they do not operate as a faculty, but as something apart.

It is unfortunate that education for business administration did not become an integral part of the universities elsewhere early in the twentieth century as it did in Canada and the United States. There the business schools grew to their present stature within the universities. They were not always welcomed by other faculties, nor could that have been expected. They were referred to as "trade or vocational schools" which were trying to acquire university status. Perhaps some faculty members failed to remember that the great universities of the Middle Ages had their origin in vocational training, that they were engaged in professional training of men for the clergy and later for law and medicine. Harvard University was established to prepare men for the Christian Ministry. While there is still some intolerance with regard to the schools of business, they did enter the community of schools, colleges, and research institutes, which is a university, and are now generally accepted members of that community. This is a very important fact indeed.

Inclusion within the university structure has been very beneficial to the business schools. It gave them status not otherwise attainable. It placed a heavy burden upon them to merit university status through research and effective teaching. Thus it gave them a strong incentive to upgrade their course offerings. It clearly placed the responsibility upon them to marshall the resources of the universities for the analysis and solution of the complex problems of the present day business enterprise. The new business schools needed the intellectual nourishment which only the universities could provide. This will be lacking in other parts of the world unless the universities and the management institutes draw more closely together, unless the universities embrace education for business and give it the same status as other professional schools and colleges such as law and medicine. A close and continuing relationship with work in the social sciences is needed for an understanding of the environment in which business executives must operate, with the work in the exact sciences to gain knowledge of the tools which are available for providing information for the decision-making process.

Recent Developments in Education for Business

The sheer magnitude of recent change in attitude toward business education in all parts of the world, and the resultan changes at the institutional level, are impressive indeed. In some instances it appears to be evolutionary, for instance, in the Scandinavian countries. Elsewhere, the change seems abrupt, as in the United Kingdom; but the British had been talking about the need for business education for thirty years. Evidence of change is abundant in the foregoing report Let me review only a few events which have taken place in widely dispersed areas, and then discuss at much greater length changes in Britain and the Netherlands.

In the Philippines, seven colleges and universities offer undergraduate business programs. Early in the 1960's a full-time master's degree program was inaugurated by Ateneo Graduate School of Economics and Business Administration, with the assistance of Harvard University. Belgium started a full-year, post-graduate course in business management at the University of Ghent in 1959. In that year also, a School of Business Administration was established in the Faculty of Economic Sciences at the National University of Buenos Aires in Argentina. In Australia three universities--those of Melbourne, New South Wales, and Adelaide--have introduced post-graduate courses in business administration in recent years. In France in the mid-1950's, various centers for business education were established. The Ministry of Education arranged for a year's course in business management in institutes within law and economics faculties of universities. Three very important international schools were established, two of them in the late 1950's--CEI in Geneva in 1946, IMEDE in Lausanne in 1956, and INSEAD in Fontainebleau in 1958. All are truly international in character as they draw students from all over Western Europe, and from some other regions as well. Some of the more advanced of these European management centers have been brought together in the European Association of Management Training Centers which now has a membership of some 31 institutions from Bergen to Palermo. In addition to attendance at short courses, about 2,500 experienced business managers take part in their general management programs each year.

The British case shows clearly the difficulties involved in gaining acceptance of business administration as a course of study in countries burdened by tradition. In 1930 in a book, Education for Business, a British national, James A. Bowie, complained that "in technical and business education... Britain is not only behind her rivals, but is not even moving forward at their pace. All this implies a deplorable lack of vision." Yet very little was done until after World War II. Then, in 1949, a special committee on education for commerce was established and issued a report known as the Carr-Saunders Report. It condemed the business community for its lukewarm attitude toward business education. It might also have properly condemned the universities. It strongly favored education at the university level in marketing and foreign trade, as well as other subjects. This report was followed by other similar ones from other committees, the McMeeking Report in 1959 and the Crick Report in 1964. In that year also, the Robbins Report on Higher Education appeared, also the Franks Report, again on education for business. Britain did not lack investigations and reports. All stressed the need for business education. The outcome was that the Manchester University and the London School of Economics were selected to develop graduate schools of business administration, Harvard type. Industry was asked to contribute half of the funds needed and 700 companies responded. Three million pounds were requested and over five million subscribed.

In the Netherlands also, recent events will stimulate business education. In June of 1965 the Royal Dutch Petroleum Company (Shell) announced a substantial donation to the Netherlands School of Economics to establish a Foundation for Business Administration. Other companies have joined in the financing of this new venture. Actually, it will be a graduate school of business administration closely connected to the Netherlands School and in time, presumably, an integral part of it. This is in accordance with the recommendations of a special committee, established by the Netherlands Government, which issued the Pruyt-Mey-Caron Report in 1965. The University of Michigan Graduate School will serve as "mother hen" to the new Foundation for Business Administration.

The incidents just noted and others reviewed in the individual reports strongly indicate the surge toward business education at the higher education level throughout the world. Apparently, few nations are immune from this desire to establish formal training in business administration. This fact is affirmed by the ICAME study reported in condensed form in this study. Previously held negative attitudes toward it, while not completely overcome in all countries, have undoubtedly weakened, to which the events of the past decade bear witness. Surely the outlook is an encouraging one. Many informed people, both practitioners and academicians, have faith that the development of such education will have a most favorable effect on levels of living throughout the world.

Developments in Marketing Education

Marketing education is a phenomenon of the twentieth century. We found no marketing course, labelled as such, offered before that time. In the United States, the first course in marketing was offered at the University of Michigan in 1902. Similar offerings at other American universities soon followed. There may well have been courses offered in Western Europe before that time in what we now consider marketing, but then not so-entitled. Courses have been given under the titles of "distribution," "transportation," "foreign trade" and others which we now consider in a part of the field of marketing.

Courses with marketing content developed as an integral part of the field of economics in most countries, but the designation of such content as "marketing" and courses so-entitled developed at a much later date. For instance, the grandes écoles in France have been offering courses in "distribution" at least since the beginning of the century, perhaps before. Then, also, marketing topics were undoubtedly covered in courses in economics, agriculture, and the law. So dating the beginning of marketing education is a nearly hopeless task. At least I am convinced that it is fictional to think that marketing, as we now conceive it, was not taught in the latter part of the nineteenth century. But it did not emerge as a separate discipline until well into the twentieth century.

Many of our respondents stated their belief that marketing education in their countries was in its infancy. Such comments came from all continents and from many countries. And, according to our Australian respondent, it "will not develop in depth, acceptance, or value until the universities fully accept it as a discipline and take the lead in its further development." Comments of some other respondents lead to the conclusion that this statement would be generally accepted as factual. Yet, in many countries, under very diverse types of institutional sponsorship and arrangements, marketing courses are being taught. But there are relatively few balanced, comprehensive study programs in the broad field of marketing other than in North America. Growth of such programs is, nevertheless, very apparent in recent years and thus the situation is hopeful. Moreover, it comprehends both the universities and independent management training centers.

Growth characteristics elsewhere in relation to those in the United States present a marked contrast. Analysis of the data presented in the study Marketing Education in the United States[3] indicates that the period of rapid growth of courses and enrollments is over. There was a slight increase in the number of courses offered (4.4%) in the three-year academic period covered (1959-60 and 1962-63), but little further increase in the level of courses is expected. Marketing course enrollments increased 5.7 percent in this period. In contrast, all business school class enrollments increased by eight percent. On a relative basis, it would appear that other areas of study must now appear more attractive to students. Yet no substantial retrogression in marketing course enrollments is likely. Rather, it would be assumed that marketing as a course of study has now reached a relatively stable position in the business school curriculum.

In marked contrast, there is much evidence that marketing education elsewhere is still in a period of rapid growth. In most of the reports there is information to the effect that new courses are being offered and that course enrollments are increasing, in some instances such as Sweden, very substantially indeed. Our study shows that now, in almost every country of any substantial economic significance in world affairs outside the communist group, some marketing courses are being taught in colleges and universities or in management training centers. Some of the courses are probably very rudimentary but they are, nevertheless, a beginning toward an understanding of marketing processes and their significance in their economies. Even in the underdeveloped countries there is a movement in this direction. In a study of 17 of them by the International Center for Advancement of Management Education (ICAME) at Stanford University, it was indicated that only three of 29 academic institutions did not offer courses in marketing or business and that eight of them offered graduate work in marketing. This is a good showing and one that augurs well for the future, but the inference should not be taken that curricula in marketing are comprehensive or that instruction is at a high level in all cases. Yet a good start has been made and growth is likely.

Apparently, countries differ markedly even when located in the same region, for instance, Western Europe, in the comprehensiveness of their marketing curricula. The German report states: "The field of marketing management, or what has been called the managerial approach, is barely represented in German universities. Marketing policy and marketing theory are also neglected areas, the most closely related course being one in price policy." In marked contrast, in Scandinavia and to some extent in Italy, marketing education has reached a stage nearly comparable in the number and variety of courses offered to that in the United States and Canada. Also, the marketing curricula in particular universities or management development centers, such as Berne and St. Gall in Switzerland and the University of Liverpool in Britain, are very comprehensive ones.

One very encouraging sign of changes in attitudes and of intention to develop marketing instruction is the provision for chairs in marketing at some leading academic institutions. A trust fund was set up for the endowment of a marketing chair at the new University of Lancaster. Manchester University, in 1965, also established a chair in marketing. Three universities in Italy--Parma, Trieste, and Perugia--have established chairs in marketing recently. In late 1964, the University of New South Wales in Australia proposed that its marketing curriculum be substantially increased and appointed its first university marketing professor. Increasingly, throughout the world, graduates of American business schools are being used for teaching marketing courses, both nationals and Americans. Also staff members of American business schools are being retained for short assignments preliminary to the availability of trained nationals who will ultimately supplant them as instructors.

Finally, the best assurance that marketing education will have a substantial future growth is the development of business schools at the university level throughout the world. As one of the principal functional areas of business administration, and so recognized, it could not be otherwise. If the American example is followed, comprehensive programs including many marketing courses will be offered.

Conditions Necessary for Effectual Growth

An analysis of the individual reports leads to the conclusion that certain conditions are necessary for a sustained and healthy growth of business education and, more specifically, marketing. Those of greatest importance are as follows: a) the development of a substantial body of marketing literature of national origin in each country through research and publication; b) more contacts, more cooperation, and a better understanding between businessmen and academicians, particularly those in the social sciences, including business administration; c) a more receptive attitude by the universities and by businessmen toward business education at the college and university level; d) more cooperation between academic instititutions and the management training centers; e) establishment of separate faculties for education in business administration rather than continuance of inclusion in economics faculties or departments; f) more effective utilization of research output both from the social sciences and the exact sciences into the study of business administration subjects. Each of these conditions will be discussed briefly.

Development of Marketing Literature--Research and Publication

There is convincing evidence that in many countries throughout the world, research in marketing has barely started. At most, research is rundimentary and fails to furnish the teaching materials which are needed for marketing courses. Studies of channels of distribution and of the costs incurred in getting goods through distribution channels are needed in most of the developing countries, both for educational purposes and for cost reduction programs by business concerns. Because of a lack of research and publication, business education throughout the world has to a considerable extent relied upon American publications for the teaching materials needed. While this procedure has some merit, still American materials are not fully adapted to conditions in other countries. Each region or country needs its own business literature, and especially in the field of marketing. This in no way denies the value of knowledge from abroad; but it does emphasize my own conviction, and that of many others, that the greater share of teaching materials should be "home grown." Parenthetically, it is a question of variations in practice and the transferability of knowledge between nations. There is probably more variation in marketing practices; they are more influenced by differences in cultural patterns than other functional areas such as accounting, statistics, even finance. Basic concepts are transferable; but business practices, to a much lesser extent; and for effective marketing education, knowledge of both is needed. Then, also, scholars in each country or region should attempt to make a contribution to both basic and applied research--to understanding, as well as to operations.

Contacts, Cooperation, Understanding--Businessmen and Educators

One of our respondents mentioned "an almost unbridgeable gap between businessmen and academicians" and rued this fact as something very undesirable indeed. Other respondents also mentioned a like condition in their countries. Apparently, this unfortunate situation persists in many countries despite attempts by certain individuals to eradicate it. Any such gap has been completely overcome in the United States and Canada, if it ever existed; and its absence is a source of strength to business education. Our respondents would urge continuing efforts to cooperate more closely with business concerns simply because they recognize so fully the fertility of cooperation. The reasons for it are many and varied, but in general they rest upon the simple fact that each group has much to learn from the other. The most compelling reason, in my judgment, is that the academic community and staff personnel in business concerns are both engaged in research. For instance, marketing research studies in business are often very revealing and, if made available, furnish excellent teaching materials for marketing courses. On the other hand, the ideas of marketing professors and their knowledge of research techniques are frequently sought by people in business. Some would argue that, in the United States, the best research is now being done in business concerns rather than in the universities. Yet it would not be denied by most business executives that the strength and leadership of the American business schools is largely based on research and publication, and that this is almost invaluable to the business community.

Some observers would argue that there is danger in too close a relation between the colleges and universities and the business community, and that an "arms length" interaction and relationship is necessary if the academic institutions are to preserve their independence and objectivity. While there may be some danger in too close cooperation, particularly if it be an outgrowth of financial assistance, the likelihood of undue influence is not great; and in any event the benefits of closer cooperation in most countries are so substantial that they should not be withheld by fears of too great involvement at some later date.

Changes in Attitude Toward Business Education

This is a two-way street in that a change in attitude is needed on the part of both university administrators and faculty and businessmen. There is much evidence now of change and that more favorable attitudes will soon prevail. The situation seems particularly favorable in the Scandinavian countries, Britain, the Netherlands, and Italy, and in Australia and New Zealand. Even in France, where the negative attitude toward cooperation with the universities was strong, apparently there has been change, as it is mentioned that "it would appear that industry's attitude is lately becoming more favorable toward cooperating with the universities." On the other side, the principal of the University of London said that "the basic issue is simply one of academic survival. We must move with the times and adapt our degree courses to meet contemporary needs."[4] This comment suggests that there may have been pressures brought to bear to change attitudes, and such is probably the case. When neither business nor the universities desired change, when there was mutual antipathy between academicians and businessmen, as in France, the negative attitude of the universities was not likely to change. But recently there has been pressure for educational reform by the business sector, and it is having an effect. Also, people in charge of management training centers are becoming aware of the need for university cooperation. The large, international companies, such as Shell, Unilever, Nestlé, and Philips, are exerting their influence toward rapproachment; and this may well prove decisive in the long run.

Cooperation--Universities and Management Training Centers

In view of the differing contributions of academicians and businessmen to the management training process, involvement by both in the work of the training centers is desirable. Some of the training centers in Western Europe do have some affiliation with universities, for instance, CEI and IMEDE; others are university-established and controlled institutes, but whether in most instances the universities make a substantial contribution is questionable. The reason, of course, is that they have not, with notable exceptions, engaged in management training and research which could be utilized in the training centers. Then, also, those in charge of the curricula of training centers may have lacked foresight regarding the applicability to the solution of business problems of the research work in the social sciences emanating from the universities. Now there is good evidence that in many parts of the world a closer relationship is being developed. It will be an almost inevitable result of the growth of curricula in business administration in colleges and universities and, particularly so, as their graduates assume positions of responsibility in business concerns. Parenthetically, there are few if any management training programs in the United States sponsored and supported by business groups or individual concerns which do not use both university faculty people and the results of their research and writings as teaching materials.

Research Utilization in Business Education

In all countries there is need for much greater research effort. Therefore, the new post-graduate schools of business administration, wherever established, might well devote a substantial part of their resources to research applied to business problems. This work should be carried out in close cooperation with divisions of the universities--in such disciplines as psychology, sociology, economics, and mathematics. In view of the internationalization of business, political science might well be added. And we should not forget that a close relationship is also needed with those who continuously conduct research for business, both as consultants and as staff, and with the independent research organizations such as the Marketing Science Institute and others. This research output, if widely disseminated, will provide the essential ingredients for our university courses and our management training programs. It will also directly influence the thinking of our business executives. There would be considerable agreement with the assertion that marketing needs research more, and has more to gain from it, than any other functional area in business.

Business Administration vs. Economics

Courses in what is now considered business administration developed in departments of economics in many countries. In others, after a decision to develop work in business administration, it was placed within such departments. Such was the case with the three new schools of business administration at the Australian universities--Adelaide, Melbourne, and New South Wales. The interrelationship with economics was quite apparent; in fact, business administration was often thought of as applied economics, and that only. Therefore, economics faculties or departments were the "natural hosts" to this newer discipline. But it did not thrive, in many instances, under economics. Accounting, statistics, and finance were subjects "respected" by economists to a much greater extent than marketing, personnel management, and business policy, among others. Therefore, the latter subjects were neglected. Also, these subjects, when pursued in research, were found to have very close ties with other behavioral sciences, for instance, psychology and sociology. Thus there was a recognition of the relevance to business administration of other disciplines in addition to economics, and their contribution might be neglected if business subjects were solely under "the wing" of economics. Then, also, when business administration is under economics, there might be a certain isolation from the realities of actual business life. Their effective cooperation with business concerns may be less desired and more difficult to accomplish, and yet it is very much needed.

The answer to this problem in American universities, in some in Canada, and recently in a few in Western Europe has been to divorce business administration from economics in the structural pattern under which the universities operate. In the United States, departments of economics are usually one of several in colleges of literature, science, and the arts. Schools of business administration have been established co-equal, organizationally, with these colleges. This position is similar to a faculty of business administration in a Western European university. With such standing in the university hierarchy, the business schools have been able to "spread their wings," unburdened by tradition and the negative attitudes of some, but surely not all, economists. Hopefully, they will be able to marshall all the resources of the universities, first, fully to understand their problems and the environment in which they must be solved and, second, to find adequate solutions. Only when the colleges and universities do contribute to the economic life of nations through business education will they fulfill their destinies in the times in which we live. Under such circumstances marketing education will not be neglected.

FOOTNOTES

1. This chapter was prepared by Dr. D. Maynard Phelps, Graduate School of Business Administration, The University of Michigan, Ann Arbor, Michigan.

2. Thomas H. Carroll, Vice-President, The Ford Foundation, The California Management Review, Spring Issue, 1959.

3. Marketing Science Institute, Philadelphia, Pennsylvania, 1964.

4. University of London Calendar, 1964-65, p. 130.

SOCIO-STATISTICAL DATA

	Population a,b,c,d,e					GNP a	
	Total 1964 (millions)	School Age[1] (5-24 yrs.) %		Literate[2] (Aged 15 and over) %		Per Capita 1964 ($)	
Argentina	22.0	36	1963^e	91.0	(1960)	554	
Australia	11.1	35	1963^e	98.5		1,703	
Canada	19.2	37	1964^e	97.5		2,265	
Denmark	4.7	32	1962^e	98.5		1,896	
Finland	4.6	37	1963^e	98.5		1,696	
France	48.4	31	1962^e	96.4	(1946)	1,808	
Germany	58.3	29	1962^e	98.5		1,774	
Greece	8.5	33	1963^e	80.0	(1961)	565	
Ireland	2.8	n.a.		98.5		929	
Italy	51.0	32	1962^e	87.5		971	
Japan	96.9	39	1963^e	95.0		722	
Netherlands	12.1	35		98.5		1,388	
New Zealand	2.6	36	1963^e	98.5		1,731	
Norway	3.7	31	1960^e	98.5		1,703	
Philippines	31.3	47	1963^e	75.0	(1958)	142	(1963)
South Africa	17.5	43	1960	42.5		589	
Sweden	7.7	30	1961^e	98.5		2,270	
Switzerland	5.9	32	1961^e	98.5		2,149	
United Arab Rep.	28.9	32	1960	30.0	(1965)	149	
United Kingdom	54.2	30	1963^e	98.5		1,684	
United States	192.1	36	1964^e	98.0	(1959)	3,272	

1. Estimates for latest available year, 1960-64.

2. Mid-century estimate (1950) except where otherwise stated.

SOCIO-STATISTICAL DATA (CONTINUED)

	Communications a,c		
	Telephones in Use--1/1/64 (000)	TV Sets in Use--12/31/65 (000)	Daily Newspaper Circulation per 1,000 Population
Argentina	1,425	1,360	155
Australia	2,523	2,325	375
Canada	6,664	4,950	223[1]
Denmark	1,248	1,163	341
Finland	729	651	359
France	5,336	5,582	257
Germany	7,600	10,024	315[2]
Greece	356	0	121
Ireland	193	283	240
Italy	5,057	5,406	101
Japan	10,682	17,710	420
Netherlands	2,023	1,849	233
New Zealand	902	238	401
Norway	838	408	388
Philippines	147	100	18
South Africa	1,070	0	57
Sweden	3,223	2,014	499
Switzerland	1,998	495	365
United Arab Rep.	264	420	17[3]
United Kingdom	9,345	14,616	490
United States	84,167	61,100	311[4]

1. English and French only.
2. Including regional newspaper.
3. Seven dailies only.
4. English language only.

SOCIO-STATISTICAL DATA (CONTINUED)

	Transportation a,f		Domestic Trade c
	Passenger Cars in Use--1/1/65 (000)	Road Density Kms. per 100 Sq. Kilometers	Wholesale & Retail as a percentage of GNP--1963
Argentina	803	2.4	15
Australia	2,700	10.8	15 (1962)
Canada	5,120	9.2	13
Denmark	681	135.0	14
Finland	403	19.0	10
France	8,500	133.0	13
Germany	8,690	101.0	12 (1962)
Greece	89	23.0	11
Ireland	260	115.0	17[1]
Italy	4,675	65.0	9
Japan	1,672	28.0	16
Netherlands	1,030	118.0	13
New Zealand	679	43.3	n.a.
Norway	1,030	15.0	12
Philippines	126	9.9	11[2]
South Africa	1,085	7.9	13
Sweden	1,682	33.0	n.a.
Switzerland	830	122.0	n.a.
United Arab Rep.	90	1.7	21[3] (1958)
United Kingdom	8,582	124.0	12
United States	71,864	58.7	16

1. Including transportation and communication.
2. Including banking, insurance and real estate.
3. Including banking, insurance, real estate, transportation, and communication.

SOCIO-STATISTICAL DATA (CONTINUED)

Foreign Trade[a]

	Total Exports f.o.b., 1964 ($ millions)	Exports as % of GNP 1964	Total Imports c.i.f., 1964 ($ millions)	Imports as % of GNP 1964
Argentina	1,410	11.6	1,077	8.8
Australia	3,038	16.1	3,313	17.5
Canada	7,710	17.7	7,554	17.4
Denmark	2,118	23.8	2,612	29.3
Finland	1,291	16.6	1,505	19.3
France	8,993	10.3	10,067	11.5
Germany	16,223	15.7	14,618	14.1
Greece	309	6.4	885	18.4
Ireland	623	24.0	974	37.5
Italy	5,957	12.0	7,232	14.6
Japan	6,674	9.5	7,948	11.4
Netherlands	5,808	34.6	7,057	42.0
New Zealand	1,074	23.9	961	21.4
Norway	1,291	20.5	1,984	31.5
Philippines	742	17.1	868	20.0
South Africa	1,490	14.5	2,350	22.8
Sweden	3,676	21.0	3,857	22.1
Switzerland	2,603	20.5	3,550	28.0
United Arab Rep.	539	12.5	953	22.2
United Kingdom	12,342	13.5	15,436	16.9
United States	26,582	4.2	20,251	3.2

Sources:

a. *Business International*, Annual Market Indicators, Parts I and II, Nov. 26-Dec. 17, 1965.
b. *UN Demographic Yearbook*.
c. *UN Statistical Yearbook*.
d. B.M. Russett *et al*., *World Handbook of Political and Social Indicators* (New Haven & London: Yale University Press, 1964).
e. Agency for International Development
f. N. Ginsburg, *Atlas of Economic Development* (Chicago: University of Chicago Press, 1961).